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ABSTRACT

This handbook presents the anecdotes of exemplary facilitative teachers representing a broad range of grade levels and disciplines. Teachers share how their philosophical paradigms evolved; how these emerge in daily teaching practice; what happens intrinsically and extrinsically in their classroom learning environment; and how students benefit from their facilitative models. There are 20 chapters in 5 parts. Part 1, "The Teacher's Philosophy," includes (1) "Facilitating a Natural Way: The Native American Approach to Education" (McClellan Hall); (2) "The Accidental Theorist: Constructivist Foundations and Applications in a Teacher's Odyssey" (Robert Johnson); (3) "Facilitating the 'Lost Student'" (Bill Nave); and (4) "Creating the Classroom Climate" (Kathleen G. Elam). Part 2, "The Learning Environment," includes (5) "Building Social Skills in a Learning Environment" (Greg Brigman); (6) "Empowering Students With the Cooperative Edge" (Kathleen G. Elam); (7) "Creating Community Through Class Meetings" (Evelyn Schneider); (8) "Answering a Question With a Question" (Anna L. Sumner); and (9) "The Teacher as an Intellectual and Moral Guide" (Lynda Tredway). Part 3, "Student Activities and Practices, "includes (10) "What a State We're In!" (Diane Sloan); (11) "Math for the Fun of It!" (Kathleen G. Elam); (12) "Music for Life" (Marilyn Kimbrell); (13) "Science Empowerment Through Creative Facilitation" (Michael Hughes); (14) "Writing for a Real Audience" (Janet T. Atkins); (15) "Stimulation Through Simulation: How to Interest Students in High School History" (Tony Pattiz); and (16) "From the Courtroom to the Classroom" (Teri Johnson Waldoff). Part 4, "Beyond the Classroom Connections," includes (17) "Middle Schoolers ACT-ing Out for the Betterment of Their Community" (Cynthia K. Stout); (18) "Digging Into

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Their Studies" (Michael C. Papritz); (19) "Connecting Students and Communities Requires a New Role for Teachers" (Robert D. Shumer); (20) "Moving From Content Teacher to Content Coach" (Edward E. Grunden); and (21) "Relating the Education of Business to the Business of Education" (Glen R. Carson). Part 5, "Some Final Thoughts," includes: assessment of one's own facilitative teaching; topical index; meet the editors; about the authors; and acknowledgement. (Some chapters contain references.) (SM)

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Creating a Community of Learners

Using the Teacher as Facilitator Model

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Table of Contents

Introduction 3

Part I

The Teacher's Philosophy 7

1 Facilitating a Natural Way: The Native American Approach to Education 9
McClellan Hall

2 The Accidental Theorist: Constructivist Foundations and Applications in a Teacher's Odyssey 12
Robert Johnson

3 Facilitating the "Lost Student" 22
Bill Nave

4 Creating the Classroom Climate 29
Kathleen G. Elam

Part II

The Learning Environment 35

5 Building Social Skills in a Learning Environment 37
Greg Brigman

6 Empowering Students With the Cooperative Edge 52
Kathleen G. Elam

7 Creating Community Through Class Meetings 57
Evelyn Schneider

8 Answering a Question With a Question 70
Anna L. Sumner

9 The Teacher As an Intellectual and Moral Guide 74
Lynda Tredway

Part III

Student Activities and Practices 87

10 What a State We're In! 89
Diane Sloan

11 Math for the Fun of it! 93
Kathleen G. Elam

12 Music for Life 98
Marilyn Kimbrell

13 Science Empowerment Through Creative Facilitation 103
Michael Hughes

14 Writing for a Real Audience 113
Janet T. Atkins

15 Stimulation Through Simulation: How to Interest Students in High School History 122
Tony Pattiz

16 From the Courtroom to the Classroom 130
Teri Johnson Waldoff

Part IV

Beyond the Classroom Connections 141

17 Middle Schoolers ACT-ing Out for the Betterment of Their Community 143
Cynthia K. Stout

18 Digging Into Their Studies 152
Michael C. Papritz

19 Connecting Students and Communities Requires a New Role for Teachers 158
Robert D. Shumer

20 Moving From Content Teacher to Content Coach 164
Edward E. Grunden

21 Relating the Education of Business to the Business of Education ... 170
Glen R. Carson

Part V

Some Final Thoughts 177

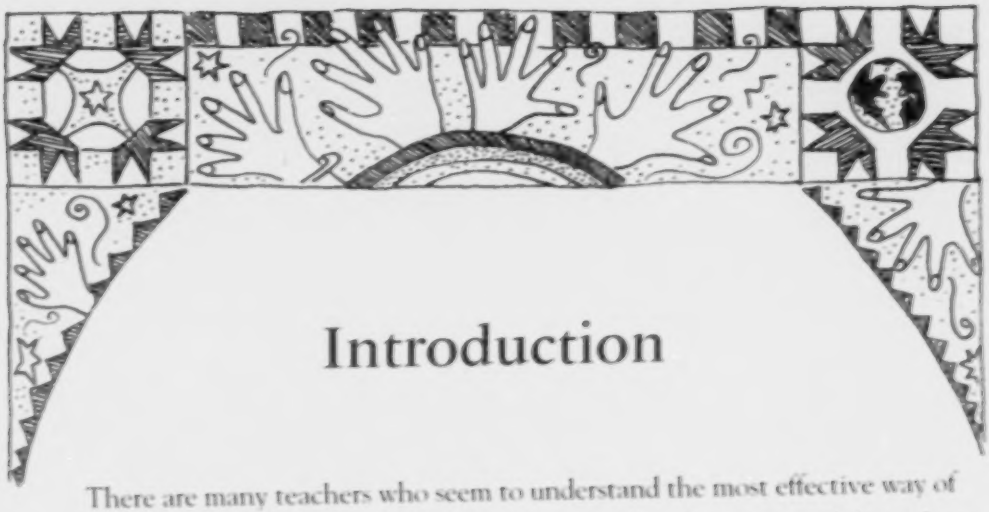
Assessment of Your Facilitative Teaching 179

Topical Index 181

Meet the Editors 182

About the Authors 183

Acknowledgements 185



Introduction

There are many teachers who seem to understand the most effective way of teaching. They manage to excite their students in their learning, and their classrooms are always alive with enthusiastic activity. Many of these teachers appear to know how to do this naturally. Some have learned from others. These teacher-facilitators maximize learning. It is our belief that teachers who possess these certain skills and attitudes have something valuable to pass on to others.

Facilitative teachers possess the characteristics that provide their students with opportunities for learning and growth beyond the typical classroom experience. They initiate and travel a successful instructional journey, school year after school year, with an approach that adjusts to the individual needs and diversity of the students. These teachers function as the students' guides, coaches, mentors, and advisors. Students under their nurturing care master their curriculum, apply instruction in productive ways that affect their future, and develop into intelligent leaders and teammates who make sensible choices.

The Teacher as Facilitator Model transcends and benefits every grade level because

- it is a natural process that causes the teacher to develop the "art of teaching" while the students evolve as "processing learners"
- it teaches the students how to repeat success
- it gives teachers a nonthreatening leadership role
- it diminishes or eliminates discipline problems
- it develops intrinsic self-esteem for both the teachers and students
- it changes the instructional day to a balanced environment that is rewarding and satisfying

The characteristics of the Teacher as Facilitator Model are observable in the teacher's philosophy, the classroom learning environment, the students' activities and practices, and in "beyond the classroom" connections.

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Teacher's Philosophy:

- Changes the role of the teacher to guide, coach, and advisor
- Encourages student ownership and empowerment
- Instills a natural discussion and decision-making process
- Uses challenges as opportunities
- Utilizes strategies and methods that maximize the learning process
- Transports the students successfully along learning levels from knowledge/comprehension to application/evaluation through student-chosen activities, projects, and programs
- Demonstrates using academic content areas to create shareable students' products

The Classroom Learning Environment:

- Builds resiliency in students (i.e., social competency, problem-solving skills, and autonomy)
- Creates significant "teachable moments"
- Promotes a "spirit of family" in a healthy, proactive environment
- Develops individual and group dialogue, inquiry, and communication
- Promotes students' volunteerism
- Stimulates students' "love of learning" with a thinking-centered approach
- Develops the teacher's skills as a "practitioner of the art of teaching"

Students' Activities and Practices:

Schlechty (1990) describes the following characteristics that would be seen in a classroom where the teacher is the facilitator of learning:

- Students can do what they are expected to do
- Students are intrinsically motivated to do what is expected by the nature of the assigned work
- Students persist with the task when they do not meet with immediate success
- Students find sufficient satisfaction in the work or in the consequences of doing the work that they are motivated to pursue similar work in the future
- The cumulative effect is that students learn things that are valued by society at large, by the community, by parents, by teachers, and *by the students*

"Beyond the Classroom" Connections:

- Builds students' transitions to the workplace/university/college/or community
- Develops students' skills in communication and organization
- Helps students maintain interactive relationships
- Encourages students to be convergent and divergent thinkers

Within the pages of this publication are the anecdotes of exemplary facilitative teachers representing a broad range of grade levels and disciplines. These teachers share:

- how their philosophical paradigm evolved,
- how it emerges in their day-to-day teaching practices,
- what happens extrinsically and intrinsically in their classroom learning environment, and
- how students benefit from their facilitative methods from the earliest "schooling" programs to the highest academic levels.

When you adopt the Teacher as Facilitator Model, you will discover that you are creating a community of learners–not only for your students, but you, too, will become a learner. It is an exciting environment for all parties involved.

We encourage you to use this handbook. Place yourself and your classroom practices alongside the characteristics and experiences listed. Compare your goals, objectives, and techniques. See yourself as a teacher who will adopt the Teacher as Facilitator Model to improve performance standards, to provide effective curriculum strategies, and to implement lifelong "holistic learning."

Kathleen G. Elam and Marty Duckenfield

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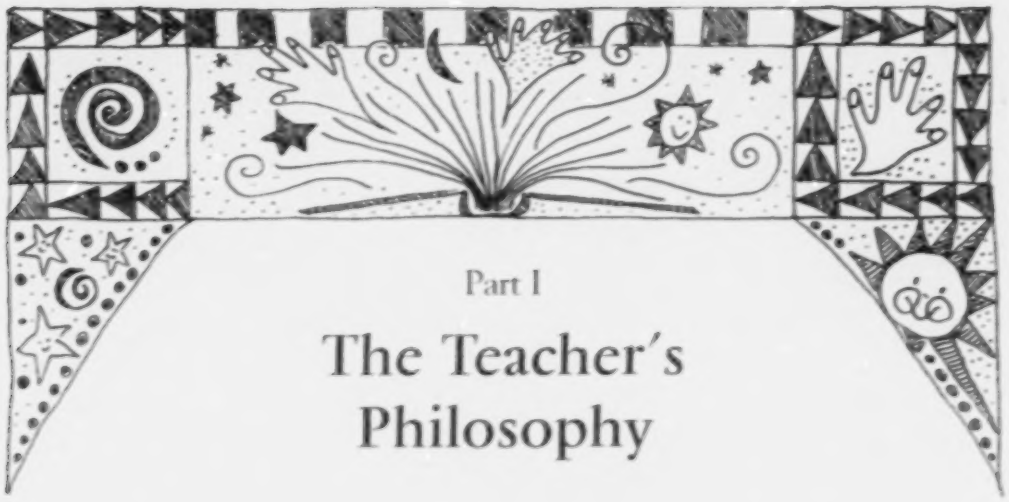

Part I

The Teacher's Philosophy

The Teacher's Philosophy is a warm, practical, natural approach that concentrates on character building, ownership, empowerment, and individual giftedness. It emerges over a period of time as an effect of one's cultural background, the result of a professional journey, or as an outcome gleaned from self-reflection. It constructs the teacher's actions, reactions, and interactions. In practice, both the teacher and students are energized.

- Changes the role of the teacher to guide, coach, and advisor
- Encourages student ownership and empowerment
- Instills a natural discussion and decision-making process
- Uses obstacles as opportunities
- Utilizes strategies and methods that maximize the learning process
- Transports the students successfully along learning levels from knowledge/comprehension to application/evaluation through student-chosen activities, projects, and programs
- Demonstrates using academic content areas to create shareable students' products

Chapter 1

Facilitating a Natural Way: The Native American Approach to Education

by McClellan Hall

McClellan Hall describes how the Native American community uses accumulated knowledge to educate youth. Their lifelong processes of mentoring establish a natural Teacher as Facilitator Model.

Prior to European contact, the indigenous people of Turtle Island, as North America is known to many Native American tribes, represented diverse cultures, ranging from large political confederacies, to densely populated farming communities, to small hunting and gathering groups. The population at contact has been estimated as high as twenty million people, speaking hundreds of different languages. Their cultures incorporated a sophisticated understanding of the Creation and, in their role as caretakers of Turtle Island, the indigenous people enjoyed an intimate relationship with the Creator.

Native communities had an organized system for educating young people, based on generations of accumulated knowledge about the natural world. A complex experiential process, which included learning by doing, watching, listening, and experimenting, under the caring mentorship of elders and extended family members, was well developed. Customs, skills, spiritual practices, and languages were effectively transmitted according to locally determined priorities. The extended family, clan, and the larger community provided a safety net for all children.

The understanding that it takes a village to raise a child, commonly attributed to African tradition, was the norm in Native communities. There was no concept of "other people's" children. A child was regarded as a gift from the Creator and members of the community shared responsibility for the upbringing. Many tribes were matrilineal, tracing relationships through the mother's lineage, reflecting the deep reverence for Mother Earth. The traditional indigenous ways were egalitarian and respectful of both sexes.

Learning was understood to be a lifelong experience, which began before birth. Through songs and ceremonies for the unborn child, infants were prepared for a place in the community. Children commonly spent the first months of life in a cradleboard. Generally, the cradleboard was taken everywhere and was propped up, allowing the child to observe the activities of the family, community, and the environment.

Elders were held in the highest esteem in this system, and grandparents played important roles as teachers of traditional knowledge and carriers of the family genealogy and history. Aunts, uncles, and others who may not be blood relatives all played roles. Clearly, it was commonly understood that responsibility for teaching was not confined to the biological parents.

As children grew older, a variety of teaching approaches were incorporated. Oral tradition was the most common practice, through what is often called storytelling, although the process is much more sophisticated than the name implies. Different tribes utilized various forms of symbolic writing, as in the case of the Cherokee syllabary, a system that uses a symbol for each distinctive sound in the Cherokee language. Among the Delawares and other Northeastern tribes, picture writing on birch bark was used, and significant events and valued teachings were recorded on scrolls. In the plains, picture writing on animal skins, sometimes called Winter Counts, were commonly used to record specific events and record tribal histories. Symbolic paintings and carvings on rocks are found all over the continent. These are only a few examples of mnemonic devices used across Turtle Island. Skills in observation and memorization were vitally important in these teaching approaches.

Learning of appropriate roles was accomplished through emulating examples observed in the community. There was great respect given to individuals and individual differences. There was a lot of flexibility shown in the adoption of sex roles, as children grew older. Mentoring occurred, both on the individual level as well as with groups of youth. Games were also an important vehicle for teaching and learning. Young people were generally free to develop at their own pace.

Puberty ceremonies and other rites of passage were critical times in the lives of indigenous young people. These occasions offered opportunities for instruction in culturally specific knowledge as well as role expectations. Passages from one stage of life to another were commonly celebrated by the entire community. Ceremonies varied from tribe to tribe—some were individualized, such as the Navajo puberty ceremony for girls, called Kinaalda. Others recognized groups of young people together, as in the Sunrise ceremony, the Apache version of the girl's pu-

berty celebration, and the Kiva initiations of boys and young men in pueblo societies in the Southwest.

One of the most important concepts of traditional thought and worldview shared by indigenous people of Turtle Island is the emphasis on positive thought. As Cherokees, we are taught that balance, harmony, and beauty are essential to the survival of the planet and that these are achieved through prayer. Our prayers are offered for all of the Creation—humans, animals, insects, plants, minerals, and the elements. Humans can create a positive environment through a process of thinking or conceptualizing, speaking, and singing about the desired outcomes.

Vine Deloria, Jr., the Lakota educator and author, provides important insight into the traditional approach. "The old ways of educating affirmed the basic principle that the human personality was derived from accepting the responsibility to be a contributing member of a society," he states in his book, *Indian Education in America*. Further, he reminds us that "Kinship and clan were built upon the idea that individuals owed each other certain kinds of behaviors and that if each person performed his or her task properly, society would function." Deloria continues, "Education in the traditional setting occurs by example and is not a process of indoctrination." He adds, "The final ingredient of traditional tribal education is that accomplishments are regarded as the accomplishments of the group or family, not the individual."

The concept of punishment was not part of the traditional learning process. As an example, the Dakota, of the Northern plains, believed that physical punishment would "enslave the child's spirit." The concept of natural, logical consequences for behavior was well understood as the result of intimate involvement in nature and provided further parameters for appropriate behavior. Dreams, visions, and other messages provided direction and guided the lives of Native people. Elders and spiritual leaders were called upon to provide interpretation of these events.

Indigenous educational approaches provide the foundation for learning based on context and relationship. By expanding the boundaries of the classroom through involvement with the broader community, including the environment, schools can build new relationships, validate the cultures of the young people they serve, and make learning meaningful and appropriate for our future.

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Chapter 2

The Accidental Theorist: Constructivist Foundations and Applications in a Teacher's Odyssey

by Robert Johnson

A new 3 R's is discussed by Robert Johnson as he takes us on the journey that developed him into a facilitative educator. He explains how he became a "guide on the side in place of a sage on the stage."

I'm not usually one for labels, but I was both intrigued and flattered when I was identified this year, unexpectedly, and by two different sources, as a teacher who practices the facilitative model. It really isn't as though I woke up one morning and said to myself in some epiphany of optimism, "Gee, I guess I'll be a facilitative teacher," and then all was good forever after. But I have been thinking about my teaching a lot lately, and I've been trying to understand, evaluate, and take stock of what I've learned over 23 years in this field.

The list of facilitative attributes which provides the framework of this book is something I almost resent because there is so much good information on only one page; it's almost as though it took me two decades to learn what I could have read here in two minutes. But there are some things about my professional journey so far which keep reminding me there is no easy way to attain the manifestations of "best practice" theory. One reminder comes from the view that teachers must understand themselves as learners; another is that our students are natural and eager learners, and that they will learn by building their own understanding, or, as the constructivists might say, constructing their own meaning. Taken together, these ideas imply to me something further: Teachers, as other learners do, necessarily construct or build their own understanding of the world, and more specifically, of teaching and learning. Over the years a great many "-isms" and "-ologies" have presented themselves. My original focus in dealing with them was simply to find ways to improve my teaching.

But though I did not set out to be a facilitative teacher, I have tried to create in my classroom almost all the items listed as facilitative attributes. For example, I have coached 26 seasons in four different sports. Though I no longer coach, I learned much about the breakdown of material into manageable chunks, identifying specific target skills, etc. My experience also taught me to value and use the contributions and efforts of all my athletes. This need to deal with every student as an individual was easy to carry into the classroom. I definitely don't believe in a "star" system, as some coaches do. If a classroom teacher only dealt with her/his top five students, it would be ridiculous. Likewise, it would be ridiculous to leave out anybody in the classroom: Inclusion, appropriate challenge, and encouragement for all are natural elements of my coaching style and were easy to transfer to my classroom. As a coach I praised effort in all my athletes, not just the best ones. When a swimmer with cerebral palsy finished dead last in a race, we made sure we yelled just as loudly as when his teammates came in first. In many ways, the efforts of the not so gifted are more Herculean than of the gifted, so why not make a fuss over them? In class, I'll smile broadly and shake the hand of a student who turns in his first homework of the year in March. Or perhaps I'll orchestrate a success for a student (as a group leader or reporter, for instance) and make sure the class notices and applauds (literally) her or his efforts.

I had found reasonable routines for classroom management in the first few years of my career, but I hungered for more effective ways to move the lessons and the learners. Bits and pieces started to fall together. I started to notice a theme running through the classes and seminars I was attending. People everywhere were saying what should have been obvious, what only makes sense, but what had been missing from too many classrooms for too long: Students, not teachers, should be the center and focus of classroom activities.

I enthusiastically pursued whatever I could find that made sense for my situation; this helped keep alive a constant sense of experimentation and adaptation without which my classroom would have been routinized merely out of habit, rather than purpose. This sense of trying something new is healthy. It shows that as learners we have to take some risks, analyze results, and change accordingly. By letting students in on this reasonable risk-taking process, we model some of the best attributes we can hope to develop in our students. It humanizes us to have students see us go through such learning processes. When we can share our successes and failures and model the entire process of decision making, evaluation,

persistence in the face of adversity, and change as opportunity for growth, students will have a first-rate lesson in learning, regardless of the subject matter.

So this brings up the issue of the teacher's persona. Does subject matter expertise on the teacher's part preclude the spontaneity so necessary for fun and a relaxed atmosphere? Absolutely not! In fact I would say that the teacher's comfort with and command of the material is necessary for the kind of flexibility required to make good judgments about when to allow "birdwalks," when to push the lesson, when to take the time to draw out more questions or answers from the kids. This allows the teacher to control the lesson, rather than the other way around. Excellent organization does not have to restrict learning; instead, it should allow for a much wider range of learning.

The Aha!: The Moment of Discovery

About ten years ago, I learned from Carol Cummings the phrase that "A teacher should be a guide on the side, rather than a sage on the stage." When we can share the sense of discovery with a child, we have shown much more interest than when we pontificate to the child, regardless of the content of the lesson. Don't get me wrong here though. Direct instruction does have a place. Well-chosen and delivered direct instruction is a valuable and effective tool. But if it is the only tool one has, it gets dull and counterproductive with overuse. Variety can be the spice of teaching (and learning). If the only tool you've got is a hammer, everything looks like a nail. How useful is the carpenter with only one tool? About as useful as a teacher with only one approach. When we tell, instead of teach, it's as though we are so pleased with what we have to say that the student's involvement in the whole affair is given scant attention. But when the student forms or grasps a new concept, that fulfills the real aim of teaching. I had by now picked up and was using several different aspects of the facilitative model, though I really had no knowledge of a unifying concept based on this model. However, even a mule doesn't have to take too many whacks with a two-by-four to start getting a clue.

Enter Nancy Atwell and other whole language proponents, and yet another part of the puzzle started to emerge—student choice or "ownership." I was fascinated to find that she was saying for reading and writing instruction what Jim Faye, Foster Cline, and others were saying for classroom management: By including kids in the process of decisions about what to do, we increase the chances of their cooperation, and even better, of their learning. By giving kids choices, we give them ownership of the consequences. How can we expect them to become

responsible with the big decisions they will inevitably face if they have had no practice, no successes, no failures of their own from which to learn with smaller decisions? As a result of seeing this logic, I tried to fill my classes with people making choices and living with consequences. Lessons weren't designed to suit me but to challenge the students at every step of the way, with the opportunity to fail or succeed, according to their own choices. It has been noticeably less stressful at report card time in terms of after-the-fact complaints from parents and kids, because the students are more engaged and aware of how they're doing. This all makes for fewer nasty surprises at the end of the year, and for more good surprises during the year.

But a warning is warranted here. "Choice" is easily misunderstood by kids and parents, too. We had a rough time in my middle school English department when we first introduced whole language workshops. Parents wanted the comfort of a textbook and linear "progress" throughout it. Too much choice implied to them that there was no organization or discipline. Some kids, too, yearned for the simplicity of a fully directed, neatly sequential program. They wanted me to say, "Read this particular book, learn these particular words this week for a test on Friday, and write this length paper on that topic." This approach, of course, presumes (incorrectly) that every student brings the same abilities and needs to class at the same time. But, likewise, I couldn't just say, "Do some reading and writing on your own and turn in some work when you feel like it." So I became adept at giving forced choices: "Three papers are due this quarter, one every two weeks. Except for the book report, for which you have the outline, you may write in any genre on any topic, as long as you have at least three drafts." This kind of message implies lots of freedom, yes, and also lots of clearly defined responsibility and discipline. They have plenty of direction and plenty of choices. Since we made these changes, the students' quantity and quality of writing and reading have climbed steadily, and I have "discovered" many good writers among my students who might otherwise have gone unnoticed. It is also now easy to have kids produce work from other classes or extracurricular interests, as long as there is textual support in at least a third draft. This way, kids experience an integration on subject matter that truly helps them build valid constructs and connections, rather than experiencing separate curricular items with no context outside of the classroom walls. My math, science, and history colleagues all assign writing projects, which can be used as English projects, if the students desire. I reinforce those classes with my own comments and lessons, too, with percentage problems (of spelling success rates), or

with selected reading from historically concurrent writers, or with the etymology and spelling of science-related terms. It happens frequently now, and one wonders how teachers could have functioned without this interdisciplinary crossover in the past.

I started to think of lesson plans as opportunities to give kids choices and problems to solve. Then came an almost magic moment as I realized I was about to break away from an unnatural structure of tradition and conventional wisdom, "Teach to the middle and hope it's not too fast for the bottom ten percent and not too slow for the top ten percent." With the help of two colleagues, each working with very different populations, I started to think about how to teach both ends of the spectrum, and watched as the entire group began to respond in a different way than before. My problem was how to integrate lessons tough enough to challenge the brightest kids and yet straightforward enough for their special education classmates in the seats next to them to do well, meet success, learn, and grow.

A Twist of Fate: Keeping a Balance

In one of those delightful, serendipitous coincidences, I got the opportunity to work with both an outstanding special education teacher and an outstanding teacher of the gifted and talented for a few years. "Bloom's Taxonomy should be a part of every lesson," said the latter, "and make sure you push all the way through it for every student. Individualize to maximize your time and theirs," she said. Meanwhile, my team-teaching mate, the special education fellow, was telling me, "Mainstreaming is a done deal when you individualize; plus, you get so much more buy-in when you treat them as individual people, rather than as groups or statistics."

Of course the answer lay in creating an individualized program (which was considerably easier to conceive than it has been to maintain, by the way). Though I'm sure the majority of teachers consider and treat their students as individuals, the practical side of individualization has been that it's too complex, time-consuming, or just plain too unwieldy to have been implemented in many classrooms, including my own, until I took the risk to try it. But as I took my first faltering steps in that direction, it became increasingly evident to me that there was something positive going on with my students. I saw them and spoke with them more in one-on-one settings; I got a wider range of papers and other projects than I had seen before; I got to know them better; their writing reflected more of what they really were, rather than merely what I had assigned. Best of all, I started

to see some academic and social growth beyond what I had seen up until then. There had been a kind of academic ceiling imposed on my students when I taught too traditionally, but as I learned to consider the two populations at either end of the spectrum, I saw that I was serving both populations much more effectively, and that there was also a general growth in academic and social responsibility among the entire class which I had not perceived before. My upper level kids now had the time and opportunity to go far beyond where they could have in my early years.

This year, for instance, three of my top students chose to deal with other people as part of their independent study projects. One arranged to visit a nursing home regularly and is now considering a career in that field. Another wrote a math book and accompanying song, which she then taught to a second grade class. A third studied the psychological interpretation of elementary students' art. Recently, another former student has been chosen to intern at the Smithsonian as an extension of the archeological pursuits he started in an independent study project in my eighth grade class. But individualization doesn't help only the gifted. The lower kids had more time to work for mastery, they had input in both the goals and the evaluation of their learning, and they found inclusion through an increased sense of belonging and participating, both socially and academically. Some of the best and most satisfying moments this year were with my special education students; their efforts, participation, and smiles mean a lot. I still do whole group lessons every day, though, because that has to have a place, too. But I make sure there is a need to use it before I do.

My constant search for some kind of unifying basis of what seemed to be improvements led me to look back at the foundations of my formal educational background. Evidently, with an improved translation being brought to bear, Piaget's work on learning as a developmental process is being confirmed, rather than refuted. He has had direct influence on many of the top people in this century, such as Erikson, Kohlberg, and Montessori. It seems they confirmed what was anecdotally understood—that children "go through phases," and that children are natural learners. I saw a pattern in Erikson's developmental stages that was reflected in Kohlberg's level of moral development. As one moves through the stages, the previous levels are the foundation of the successive levels. Thus, the academic, social, and moral development of a person is sequential and reasonably predictable. One big way this helped me was it allowed me to focus on what would be developmentally appropriate for my students in these cognitive, social, and moral

dimensions. How liberating this was! I realized I would be more effective, not by trying to "push down" higher level curriculum, but by knowing my clients well enough to know what could really be expected of them. Think of the difference this implies. Wouldn't it be better to teach, say, ten key concepts effectively rather than twenty developmentally inappropriate lessons which reach none of the students? In short, when my vision improved, my students' learning did, too.

So, I tried to plan my lessons based on both curricular demands and a better sense of the students' realistic needs and abilities. As I understood more about where my students were in terms of abstract vs. concrete thinking, individuation vs. social needs and drives, the moralistic certainty of the young adolescent growing toward the ethical tolerance of the more mature, my delivery and my expectations were much more clearly focused, and the sense of progress for which I had hoped was beginning to be more fully realized. Developing tasks based on students' real needs means fewer people are left out. My special education friend helped me realize that the closer the task is to a real life situation, the broader access there is for all students to participate and learn.

Planning for Mastery Learning

Another dimension in planning has been to see if every lesson could play into a larger pattern of Bloom's Taxonomy. Otherwise, we end up like the Dickens schoolmaster who chides his teacher about going beyond the purview of his assignment by considering ideas, emotions, and (gasp!) children: "Facts, Sir! Facts are what they need! They are like vessels, to be filled with facts!" Most traditional lessons seem to focus on the knowledge level alone, but mere diagnosis and delivery of facts, then more tests about those facts, were getting the kids very little practical value. What if they learned the same facts much more deeply and could use them more adroitly? Wouldn't that be better? Why study anything out of context? Finding a way to push every lesson through Bloom's Taxonomy would be to develop a concept of foundational knowledge, practical application, analysis and synthesis, evaluation, and even creativity—the secret level beyond the "top" of the taxonomy.

Early in my career, I became somewhat disheartened when it was pointed out to me the transformation that seems to happen all too often: We take bright, eager, energetic, happy five-year-olds and institutionalize them for a dozen years, then turn out dull, sullen, cynical, lazy eighteen-year-olds and expect them to fix the messed up world we have made for them. This tough criticism is probably less

a result of school than of normal differences between age groups, but it does have some merit, I am afraid. It reminds me of the college prank craze of the seventies where students would have a contest to see which team could more quickly stuff a piano through a four inch hole in a wall. To do this, of course, meant the pianos had to be smashed into tiny pieces in order to fit. I read a poignant complaint by a parent a couple of years ago which brought this into focus: She said her child was being asked to adjust in order to "fit" the school, but really the school (as a child service institution) should be expected to have made adjustments to "fit" the child. Do we really have to crush individuals into tiny pieces in order for them to graduate? Do we graduate the conformist drones of a Kafka story, or the creative, responsible, independent, effective problem solvers we need?

Individualizing the Standards— Or Standardizing the Individuals

This is why my sense of optimism has improved. As the standards movement begins to shape our schools across the country, there is an ever-widening experience for our students in more authentic, individualized assessments, particularly through portfolio work, as well as other means. When the kids came home from school in the past couple of decades, the classic parental inquiries of "What did you learn in school today?" were given the standard "Nothing" or "I don't know" responses. Sadly, both responses were probably all too true. But, as students take more and more responsibility for their work and learning, the standard answers may be eventually phased out and replaced with more substantive, more specific, more knowledgeable ones.

Once one has a system to keep track of kids as individuals (a portfolio, for example), then students and parents over the course of a year can see exactly what kinds of lessons and what kind of learning have been taking place. When the standards are set ahead of time, it is relatively easy to chart one's progress. The goals are there for everyone, and the pathways toward those goals may be completely valid and unique. The level of student accountability is a great advantage in a student-centered classroom. Learning becomes a matter of what the student does, rather than what the teacher delivers in a lecture. When kids have a sense of belonging and acceptance, their efforts take on a value to them which was previously hard to find outside the elite upper echelons of those who were more "academically inclined." As they learn to trust the processes in the classroom, they are liable to take more academic risks on their own. Risks are rewarded through a

sense of genuine accomplishment and a tangible product. Grades pale in comparison to learning, which is a beautiful offshoot of this approach. When learning is paramount, the grades will pretty much take care of themselves. Conversely, grades alone don't necessarily imply all that much learning. Who among us has not had a top student go through the motions, get the high grade, and still criticize the course (all too correctly) for being too easy? But when students choose their paths, they learn early on that they have only themselves to blame if they don't like what they've done. I tell them to choose something more challenging and appropriate to their level next time, and they almost always do. Change then becomes something desirable, rather than something scary.

As Shaw stated, "Progress is impossible without change, and those who cannot change their minds cannot change anything." So it is that growth and learning imply change. In the comics, Calvin tells Hobbes that all this emphasis on school is an insult to his self-esteem, since it implies he is so ignorant. In truth, it is little wonder that many students balk at whole group lessons implying that everyone needs to learn (and is capable of learning) the same thing at the same time. It is little wonder that students are generally more interested in friends and opposite sex anatomy than in prepositions and pronouns. It is little wonder that our hyper-stimulated kids resist going to hear lectures. Can a telling-is-teaching, I've-got-what-you-need approach to kids be as appealing as an approach which celebrates their creativity and their maturity in an always new, real life, choose-your-own academic adventure? Obviously an engaged student is less likely to cause trouble and more likely to make progress. When kids (and parents) see growth for themselves, it helps the credibility of what is happening in the classroom as well as of schools in general. Schools then become valued as a real help in our society, rather than as impersonal, hindering institutions of social engineering which fall disastrously short of their intended purpose.

The New Three R's

Here we can look back at the content of this chapter for another theme which has taken a number of forms over the years, but which may still be valid: the "New" Three R's: Respect, Responsibility, and Reality. As teachers, we need to tap into the reality of kids' learning and kids' lives. We need to develop the kind of responsibility in our students that allows for, even demands, conscience, hard work, and discipline. And we need to model and elicit the kind of respect for self and others that will rebuild our too fractured and fractious society.

A fresh approach helps the classroom teacher, too. Not as a Band-Aid or bandwagon, but as something which rejuvenates a teacher's sense of hope and achievement. When the instructor can point to improved products and test scores, when students treat the teacher not as an agent of "them," but as one of "us," the instructor will actually look forward to going to work again because of the acceptance the students have developed for everyone else in the class, even the teacher. I took years to develop an individualized approach. When it finally started to be implemented, I felt a great sense of satisfaction. Also, several issues of accountability were being addressed, both the students' and mine. By leaving behind most of my whole group projects, I allowed the kids to work at their own pace, greatly enhancing the time and opportunity for both mastery and exploration. I was reaching more students in more authentic ways.

Is the facilitative model more difficult to practice? Yes. I have approximately three times the amount of paperwork I used to have. I have less time in class for paperwork, and more of that paperwork to do at home. I have had to give much of my overt control to my students. I can still have bad days, weeks, months, years. I can still have kids who are flatliners academically or sociopaths in the making. But one never knows. Last year I had a gang member who refused to speak to me on days when I wore the "wrong" color tie. He's still in the gang, but he is proud of his writing, too, and he drops by to visit occasionally. Some kids still need to learn respect and self-discipline, obviously, and they can take improper advantage of the freedoms offered in my class, especially if they have come from a very authoritarian background and expect me to do all their decision making for them. Public school teachers have been taking a pretty bad rap lately, and the challenges before us are more amazing than ever. This life isn't for those who thrive on adulation and recognition. Especially when implementing the facilitative model, one should check one's ego at the door. The level of intellectual and emotional toughness required is formidable. This journey is also quite worthwhile.

This is not a "one formula fits all" approach. It is dynamic, flexible, powerful, and open to many interpretations and manifestations. Because it specifically entails a component of growth, this model has validity beyond a mere formula. So, I have grown into this model, and this theory, rather by accident, by constructing my own understanding of kids and learning and teaching. In a way, the developmental aspect of teacher growth is constructivism, applied. I am sure I am less than a perfect facilitative teacher, and yet also I am more than that. Like my students, I'm still learning. My authenticity as a teacher demands nothing less.

Chapter 3

Facilitating the "Lost Student"

by Bill Nave

Bill Nave demonstrates how the facilitative teacher philosophy maximizes the learning process, stimulates students' ownership and empowerment, and restores older students labeled "lost" to education.

My own personal first commandment of teaching is this: "Every single one of my students is a creation of God, and as such, is of infinite worth and value, and is gifted with his own unique constellation of abilities and aptitudes." Therefore I, the teacher, have a task that is of primary importance. I must respect absolutely each student's value and worth and must help each discover and nurture his giftedness. Almost all of my students have told me stories that nearly make me cry (and always make me angry). They have been told that they could not do this or that because they were too dumb or too slow or too clumsy or too plain looking or too short or their hair was too long or they wore the wrong kind of clothes or whatever. My word to all is that they can do anything they set their minds to do. It may take some students longer than others to achieve the same goal, but if they really want something, they have every right to work for it, and it is my job to encourage them and to provide all the support academically that is humanly possible.

I used several initial steps with each student who sought admission to River Valley School (RVS), a public alternative school. First of all, students usually must apply for acceptance into the school. In that application, they must state the reasons for their decision to seek admission to the RVS. That piece of writing is used as an initial indicator of the student's writing skills, but more importantly, provides input for the subsequent admissions interview. During that interview, I focus first on the student's past school experiences, accepting and validating his or her sense of frustration at generally not being able to fit in or to succeed in the traditional school setting. I reinforce to them that our goal is to create a

personalized program that fits their needs, rather than to ask them to fit into a preexisting program that was not designed with their particular needs in mind.

If the student's application suggests that there might be some question as to whether the student really wants to be with us, we ask the student to withhold judgment and to spend two days with us watching how our school functions. After that extended period of observation, both the student and we will have a better idea whether or not River Valley School is the place for him. RVS does not work for all students, any more than does the traditional high school work for all students. One of our students moved back to the high school after his junior year with us (during which time he really found himself and gained bushels of confidence) so he could experience all those fun social things that seniors get to do. He graduated with his class, entered college, and is majoring in business administration.

Next, I turn to the business of helping the student clarify and articulate his vision for his future. I ask the student to do a little imagining with me for the next several minutes. "Suppose," I say, "that I have the power to make your life perfect for the next five or ten years. I will allow no more bad things to happen to you. I will see to it that you make no more bad decisions. I will make certain that any roadblocks to your personal or academic growth are removed. If there are any financial needs that will hinder your growth or any of the plans that you may have for further schooling, I will deal with those also. Now, imagine that it is five or ten years from now; it is Monday morning, and the alarm has just gone off. As you reach over to turn that alarm off, this is your first thought. 'All right! It's Monday morning. I get to go back to work today! I can't wait to get there! In fact, I think I'll skip breakfast so I can get there early. I just love my job. Every day is great. Besides, I'm well paid for what I do.'"

The typical student response is a blank look, followed by a look that suggests that I am crazy. I then ask, "Now, what is that job that you will be doing that would make you feel like that?" After some thought, the usual student response is, "You mean you want me to tell you what I want to be when I grow up?"

"Yes," I respond, "but I want much more than that. I want to know what you have always had as a dream for yourself. If all obstacles were removed and you could have your heart's desire, what would you do with your life? What is your life's dream for yourself? What is perhaps so special in your future that you may never have told anybody before?"

You might be tempted to think that a dropout would have no ambitions, no dreams, no aspirations. But that is decidedly not the case. The students' usual response is that nobody in school has ever asked them that question before. (Actually, it's not true that schools don't ask that question, but these students have never felt as if that question applied to them. They were school failures. They were not the students who were pushed by their college-educated parents to make appointments with the overworked school counselors to discuss careers and colleges. And as a result they never felt as if there were anyone in the school who was genuinely concerned about their future.) Only one student in the five years that we have been operating has failed to provide an answer to my question about future aspirations and dreams. (And that was only because he did not yet trust me. Several weeks afterward he noted in a written English assignment that he had always dreamed of being a detective.) *All* these students have dreams. They all have high aspirations for themselves. They all want to be somebody, somebody special, somebody important. They all want a career that will make a positive difference in the world. The only difference between these students and a student who has been successful in school is that these students have had circumstances in their lives (that were usually not of their own making) that precluded the possibility of their easily attaining their goals.

My next step with each student is to validate the worthiness of his dream, and to support his decision to pursue that dream and to state categorically that such a dream is indeed possible. This validation and support is very important as I begin to forge a positive personal relationship with this student. Most of these students have had their life's dreams and ambitions and hopes ridiculed and scorned far too many times by significant adults in their lives, as well as by their peers. Teachers may have told them that they didn't possess the necessary intellectual tools to pursue that career. Parents may have told them (perhaps in a misguided effort to keep them from experiencing failure) that they just didn't have what it takes to do that. The very last thing I want to do is become just another skeptical adult who casts doubts upon the abilities, yes, even upon the worthiness of the student and his dreams and ambitions.

I then suggest to the student that we use the next several minutes to devise a set of plans for reaching his goal. We work backwards from the student's dream, noting the necessary prerequisites for each step along the way. In this way I show the student how to use the goal-setting process, how to plan, in short, how to take charge of his life. This immediately assures the student that it definitely is possible

to be in charge of one's own life and destiny, rather than being at the mercy of forces outside one's self that one may not feel able to control.

Next, together we examine the student's high school transcript. I note what courses the student has already earned credit for, and then note what state and district requirements (including our own algebra requirement), are yet to be met in order to earn a diploma. I ask why the student chose to take the courses that he did, and most of the time the student responds that there was no choice, that those were the courses that the counselor told him that he had to take.

I next note the courses that the student was enrolled in but failed or dropped out of. I ask the student if he or she is interested in earning credit for any of the failed courses appearing on the transcript. If the answer is yes, I suggest that the student take our comprehensive final exam for that course. If the score on the exam is 80% or better, then the credit is granted immediately. If the score is less than 80%, nothing is lost. In fact, much is still gained, because now we both know exactly what the student already knows, and what he or she needs to learn in order to complete the objectives for the course.

Finally, we conclude the interview by helping the student devise a personal learning plan, a plan that will lead to successful attainment of the student's own life goals that we discussed earlier. That plan includes a listing of the courses the student plans to take, the order in which the student plans to take them, a tentative time frame in which the student plans to complete the courses, and list of the courses (or just a single course, if desired) the student wishes to begin immediately. The student has a wide array of choices with regard to course work. The course can be taken here at RVS or at the district's comprehensive high school. Students may take any program at the regional vocational center or the regional alternative vocational center, on a space-available basis. Some students have chosen to take courses at the local vocational college or at the local branch of the University of Maine system. Or, if none of these options fits the student's needs, the student can design, with our help, an independent study contract for any course, as long as the plan covers all the objectives for the course. And finally, in instances where the student is older and needs many credits for a diploma, we also offer the GED as an option. With the GED, the student can then enter most postsecondary programs.

I also include here a discussion of the student's own learning style. That is, what does the student know about how he learns best, or at least how he is most comfortable learning. This usually begins with a list of the ways in which the

student knows he does *not* learn, which usually includes being pressured or coerced or made to do meaningless busywork.

In the last part of our interview, I discuss with the student how to assess his progress. That is, how does he wish to prove to us, to himself, and to anyone else who is interested, that the objectives of the course have been mastered? Our students have chosen one or more of these options: 1) the course comprehensive final exam (some of our exams are quite long and involved); 2) an oral report to us, the teachers, similar to a doctoral thesis defense, where we are free to ask any question we deem relevant to mastery of the course; or 3) a research paper or papers covering the objectives of the course, subject to a request from us for clarification or additional information (both our request and the response may be oral or written).

Every aspect of the student's learning plan is subject to change through renegotiation as the student's needs may change, or as the student's career goals may change, or as noted above, when factors within the school may change. There are instances when a student's goals may not, in fact, be reasonable for that student. However, that is a judgment for the student to make, not for me to make on the student's behalf as some wise and all-knowing benevolent dictator.

Here is an example of how I conducted the interview with one such student. Joe wanted to become an astronaut. I asked if he knew what steps to take in order to become a member of the astronaut corps. He didn't have any idea. I suggested that there were at least two avenues that he might explore. There are two kinds of astronauts, the pilots and the mission specialists. The pilots generally have received their flight training through the United States Air Force, and their extensive academic training through the College of the Air Force, probably earning at least one advanced degree in addition to a bachelor's degree. The mission specialists are scientists, engineers, or medical doctors who usually hold doctoral degrees in their fields and whose research pursuits are in areas that are most suited to further research in the environment of space. Both avenues would require all the high school science and math courses that we offer, as well as at least six or seven years of college or more. At that point Joe stopped me and said that he didn't want to work that hard. That response did not at all surprise me. I began to explore further just what it was about being an astronaut that was attractive to Joe, then to discuss other career choices that might incorporate those factors. Joe seemed to be a person very much at odds with himself, seemingly torn between conflicting goals, ideas, (and as I later discovered, conflicting demands from parents).

He finally decided that for the time being, he would just earn his high school diploma and work for a while. He would use the time following graduation to consider whether he might, after all, be willing to work hard academically for a professional career. After he graduated, he worked with a sheet metal and roofing company for somewhat less than a year. Later, he dropped by for a visit, in uniform, to show me that he had joined the army, planned to work his way up, and planned to use his education benefits to get a college degree. He looked confident and self-assured, but what I noticed most was that he was very much at peace with himself, no longer showing outward evidence of being torn by inner conflicts. Needless to say, I was very pleased and proud of him.

On the other hand, there is also the story of a student I'll call Jill. She was always told that she was too dumb in math ever to do anything but become a nurse or a teacher. She was told this by her parents every time she expressed an ambition or an aspiration other than nursing or teaching. She was told this by her teachers and by the school counselors every time she expressed other aspirations. When the school aptitude testing showed that she had a strong aptitude for engineering and for architecture, she was ridiculed and laughed at by her parents for entertaining such foolish thoughts. She is, however, now having the last laugh. As an architecture student, her grade point average for the second level college algebra course was 98%. She has completed the engineering mechanics course for architects and has earned a grade of A. Currently her overall grade point average is 3.81 (A). She has overcome her math phobia that was created by the cruel comments and actions of the powerful adults around her as a child–her teachers and her parents. I have every confidence that she will be fully successful in her chosen career.

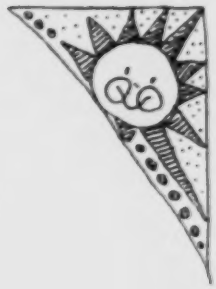
I am often asked how I try to discourage a student from pursuing a goal that is clearly beyond his reach, and which he will clearly fail to reach. Frankly, I must admit that I am rather saddened by such questions and by the attitude and philosophy that lie behind such questions. First of all, who am I to determine what any other human being should do with his life? Not even God does that. I am a firm believer in free will. Secondly, how in the world can I possibly assess a student's potential or native intellectual abilities or aptitudes within the first few minutes that I have known him? And finally, who knows the student better than the student? And who has the best handle on what the student can and cannot do? And

who knows best what the student most enjoys doing, and what intellectual and physical pursuits give the student the most satisfaction? The student does, of course.

Both my philosophy and the process I use to restore the "lost student" are natural. In the interview, I seek to gain a genuine understanding of the individual student's needs. Then as the facilitative teacher, I guide the student into an initial learning plan on which we both agree. Deficiencies from previous course work are resolved, and together, we build and execute an effective attainment of goals.

Chapter 4

Creating the Classroom Climate



by Kathleen G. Elam

A facilitative philosophy becomes a teaching process with specific characteristics. Kathleen Elam merges the teacher's knowledge of students, the curriculum, and the total learning environment into a learning lab where high expectations and classroom goals are attainable and satisfying.

Setting the Facilitative Scene

It's only the third week in a new school year. At Z. L. Madden Elementary School in Spartanburg, South Carolina, fifth grade students enter the classroom, choose their seats from a "U" shaped desk arrangement, get their materials ready for the first lesson, and check the chalkboard or nearby table for math puzzles, language games, or a science mystery. The attendance clerk records who is present, and the lunch menu gets plotted through problem solving exact amounts, fractions, and percents. Within the first 15 minutes of class, team managers are selected and students are engaged in guided discussions answering the "morning specials" and building their content areas. They are anxious to master new material, to practice skills, and to develop processes they can use for the program they want to teach to younger students.

Previously, all the students voted to prepare an October project of Spooky Stories, Monster Math, and Creepy Science for kindergarten through second grade. Everywhere in this classroom is evidence of students actively involved in their own management and the instructional processes, making choices, executing outcomes, and practicing the principles of learning and constructive social interactions. Students work in groups and as individuals. They are responsible for their behaviors and actions, inside and outside the classroom family. The underlying philosophy is not the teacher's alone, but one carried by each student and taken home to parents and guardians. There is a pride, energy, and happiness present that says each day "a great happening" is in progress.

How Does This Happen?

This classroom climate did not just happen. Over a period of years, I developed this facilitative model as an effective teaching pedagogy and curriculum manager to affect student excellence. Students taught using this procedure score well annually in national and state tests; have wholesome dispositions about how, why, and what they learn; invite their parents to school to see their work; and demonstrate a genuine interest in school.

This classroom design encompasses the room's physical organization and daily practices and utilizes the teacher as an instructional coach and guide. The teacher sets the motivational hook and shares the ownership for learning with the students. Throughout the school year, the teacher plans multiple procedures to introduce and practice content areas, and the students select enriching activities, stimulating projects, and diverse work teams.

Every day students engage in inquiry, discussion, and critical analysis. They practice a pattern of learning that enters each subject area, unit, or theme. As the students grow more interactive in this process, success builds, and the teacher emerges as an effective educator. Gradually the teacher develops the communicative and procedural characteristics of the facilitator.

Philosophy, Characteristics, and Practical Suggestions

What are the steps to become a facilitative teacher? First of all, you must believe that *all* students can learn, and this belief must be joined to consistently sound instructional practices which result in students' success. Next, as students experience success, you design more programs, projects, and procedures that utilize their interests, satisfy the curriculum needs, and generate challenging opportunities. Establish a set of classroom goals that express high expectations for both you and the students, then in your daily teaching routine, incorporate these six basic principles which will shape your professional development and, when practiced, keep your students motivated to learn throughout the year:

1) **With-It-Ness**: Know your content areas and enthusiastically bring all of your students into the learning circle. Students respond to teachers who are current and know their likes, dislikes, abilities, family structures, and how they react to relationships, praise, and correction. To develop your student with-it-ness, interview them informally and formally at the beginning of the year.

On a regular basis, throughout the year, share conversations outside the classroom to gather management information. Then plan an instructional program to utilize students' strengths. Develop a daily review, instruction, and practice format to teach and assess all academic areas. This method is effective because it keeps the material current, useable, and relevant. Make learning links between subject areas through creating products from the curriculum. For example: Have a pen pal program to practice written communication; publish books of students' stories; write a newspaper for classroom or grade level news; or develop a program of shareable activities that students can teach to others. As the students experience versatility and success, the teacher becomes more effective as their instructional guide, coach, and mentor.

2) **Understanding**: Students require a teacher who listens to them both inside and outside the classroom. Empathize and sympathize with your students' intellectual, physical, social, emotional, and aesthétic needs. Students must be viewed as individuals who need some expressive freedoms. When there is a problem between students, teachers must discuss the situations and guide them in reaching livable, reasonable solutions. This introduces problem solving as a practical life skill. Let the students present suggestions, record their choices, vote for the one or ones they want to use, test and monitor the outcome of their decisions. As the teacher, don't be afraid to resolve conflicts within the group. The classroom will evolve as a place of learning, understanding, and safety. Encourage it to be perceived as a place of harmony. Build a firm, consistent, loving, respectful relationship between yourself and the students.

3) **Interest:** The students must feel their teacher cares about them as valuable people. Learn how your students spend their after-school time, weekends, and holidays. It is important to know what games they play, the television programs they watch, their sleep habits, hobbies, and role models. You can use your students' interests to channel them towards education. One way to do this is to develop instructional tools to teach content areas using what your students like. For example, use sports designs, such as baseball and football games, to review and practice skills. Design Olympic competitions with questions, answers, and scores tied to actual events. Review homework assignments using a wrestling tag team match that requires each person to participate. Visit "The Price is Right" to build consumer shopping skills or make a "Jeopardy" board to test inquiry abilities. Plan events such as science/math fairs or contests to let older students mentor to younger students. This stimulates students to organize and develop divergent and

convergent thinking strategies, to practice skills and processes, to experience problem solving in a cooperative setting, and to learn evaluation techniques that link learning to life.

4) **Fairness**: Students desire just treatment. Students must feel equally important to you and the classroom family. Stimulate performance in subject areas by inquiry discussions and a design for everyone's participation. Strive to let each student experience success every day. Design questions utilizing their abilities and allowing for individual differences. Let the students select teams, with a leadership that is rotated daily. Establish a format that respects every aspect of student behavior. Give individual and team points for questions, homework assignments, board work, seat work assignments, related arts classes, and general school behaviors. Team managers record scores on the bulletin board or chalkboard. Daily and weekly, let the teams calculate totals and receive awards. Incentives should be reflective of the students' interests, such as photos of the winning teams, homework passes, school items, premium certificates, and so forth. These may be items mentioned by students during interviews or surveys.

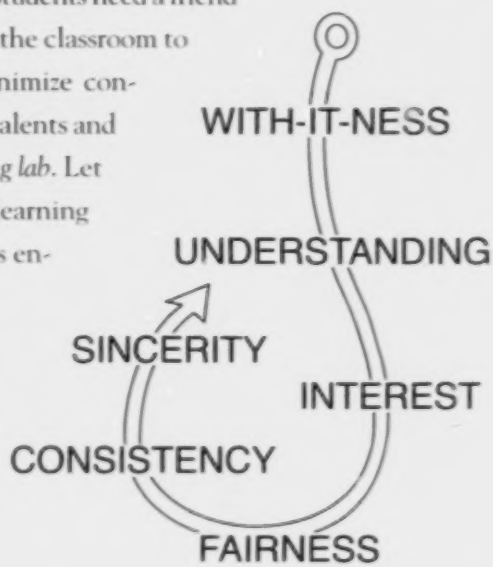
5) **Consistency**: Students expect teachers to say what they mean and practice what they say. Design guidelines for classroom management with the students. Make expectations and consequences meaningful and valuable to them. Everyday teaching methods and strategies should:

- strengthen the students' minds;
- broaden each content area; and
- demonstrate a harmonious application of classroom rules and regulations.

Connect reading, writing, and mathematics as both the framework tools for the school curriculum and for life skills. Make transfers between working together successfully in subject areas and outside social behaviors. Relate information to visible objects to increase understanding. For example, if you read an historical account such as the building of the Brooklyn Bridge, put students in groups to experience the depth of the Roebling's caisson by measuring the height of the classroom and comparing how many classrooms it would take to equal the depth of the Hudson River. Present content in a practical, cooperative way that invites discussion, comprehension, and mastery. Teach mnemonic tricks to develop memory. Let classroom practices reflect both the teacher's knowledge of subject area and the principles of students' learning.

6) **Sincerity:** Students want loyalty in peer and faculty discussions. Teachers must speak directly to the students about concerns, issues, and actions. There

must be genuineness in the teacher's speech and mannerisms. Students must be able to trust their teacher with their opinions and feelings. They cannot hear you discuss them, their friends, or families with a colleague. Maintain a safe family atmosphere. Realize that many students need a friend and are extremely vulnerable. Design the classroom to maximize individual success and minimize conflicts. Build respect for each student's talents and abilities. Make the classroom a *learning lab*. Let it be a dynamic, involved, ongoing learning experience from the moment students enter until they leave.

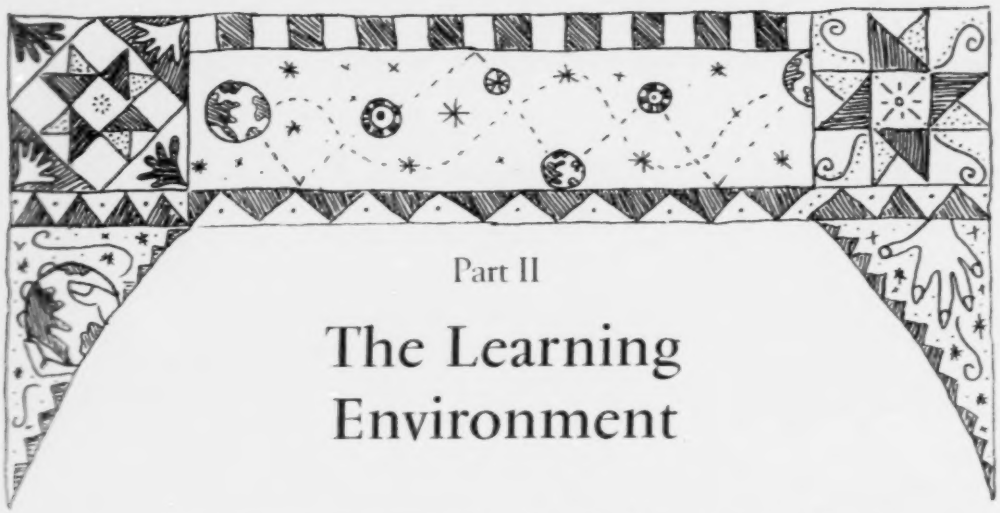


Use these six basic principles to draw your students to intrinsic and extrinsic success.

Summation

Above all, teachers who adopt, incorporate, and practice with-it-ness, understanding, interest, fairness, consistency, and sincerity build effective classrooms that fulfill both teacher and student needs. As a teacher-facilitator, you meet maximum education standards and goals, exceed students' expectations, demonstrate successful classroom management techniques, and design lessons for students' mastery. The students display active involvement in all aspects of the learning process; retain the ability to make, monitor, and adjust decisions; learn to plan, organize, and execute programs; excel in content and social areas; initiate their own involvement in classroom, school, and community projects; and demonstrate genuine confidence in their talents.

The reason the Teacher as Facilitator Model uniquely meets the needs of a wide variety of students is because the students are partners in the whole process of selecting procedures and evaluating outcomes. The teacher guides, mentors, reinforces, and initiates sound proposals. Together, teacher and student share the "art of teaching" and propagate a classroom climate that replicates successfully year after year.



Part II

The Learning Environment

The learning environment is shaped, directed, and designed by the philosophy of the facilitative teacher. Students and teachers engage in meaningful, purposeful discussions and interactions. They cooperate as teams and individuals. Within the environment, there is a "spirit" of sharing and trust, risk-taking and disclosure, integrity and confidence. There are three keys to success: mutual respect, fairness, and consistency.

The classroom learning environment

- builds resiliency in students (i.e., social competency, problem-solving skills, and autonomy)
- creates significant "teachable moments"
- promotes a "spirit of family" in a healthy proactive environment
- develops individual and group dialogue, inquiry, and communication
- promotes student volunteerism
- stimulates students' "love of learning" with a thinking-centered approach
- develops the teacher's skills as a "practitioner of the art of teaching"

Chapter 5

Building Social Skills in a Learning Environment

by Greg Brigman

Students need a nurturing environment in which they are comfortable, encouraged, and emotionally secure. Greg Brigman's ten keys and instructional strategies make the classroom a place where social and learning skills are partners in creating successful experiences.

What Helps Children Learn

Helping children develop the skills needed for success in the areas of learning, working, and living is the goal of parents, educators, and society as a whole. The good news is that we know which skills are critical to success and how to teach them. The bad news is sometimes there is a gap between what we know and what we do. This gap can be narrowed by using what we have discovered in two areas: 1) creating a classroom climate that is encouraging and promotes active learning, and 2) teaching social skills and learning skills through storytelling, story re-telling, and role-play.

Background

To be successful in school, work, and relationships requires certain skills. The skills most predictive of long-term success fall under the headings of learning skills and social skills. The most critical skills include attending, listening, cognitive strategies for learning and problem solving, communication skills, and social/team-work skills. These skills are considered prerequisites for the development of the three educational foundation areas of reading, writing, and math. Without the prerequisite as well as the foundational skills, success is not likely.

Wang, Haertel, and Walbert (1994) reviewed 50 years of research regarding "What helps students learn." Their review, based on 11,000 statistical findings, revealed a consensus on the most important influences on student learning. The two most influential categories were student aptitude and classroom instruction and climate. Four other large reviews of educational research have made similar conclusions (Caine & Caine, 1991; Katz, 1987; Cartledge & Milburn, 1978; Hopps & Cobb, 1973).

Under student aptitude, the ability to use learning strategies was found to have the most powerful effect on learning. Examples of these are presented later in this chapter and include story structure, problem solving, and strategies to help increase listening and reading comprehension.

Also included under student aptitude were the areas of social, emotional, and motivational attributes. In other words, social skills and the ability to persist were keys to student learning. Activities and teacher strategies that help children develop both social skills and their ability to persist in learning tasks are presented in this chapter.

Classroom instruction and climate were almost as important as student aptitude in predicting achievement. This chapter includes strategies and activities that have been successfully used for developing an active and encouraging learning climate and teaching social skills and learning skills.

Developing an Active and Encouraging Learning Climate

Building a classroom climate that is encouraging and promotes active learning is one of the keys to maximizing cognitive and social development. The ten ideas presented below have been used successfully by teachers to build positive classroom climates. These strategies combined with the activities for teaching social skills are a powerful combination for helping children develop the skills for success.

Feelings are the fuel for our actions. Students who feel encouraged about their ability and worth perform better academically and get along better with others than students who feel discouraged. Since feelings and learning cannot be separated, it is important that teachers help children feel accepted and to believe in their ability to succeed and contribute.

Encouragement means communicating faith, hope, and belief in students' worth and potential and may be the single most important quality for working successfully with children. Communicating faith in your students is different from simply praising them. Ten keys to creating an encouraging environment in which children can learn and grow are discussed below.

1. **Focus on Accomplishments, Strengths, and Improvement**

   All children have strengths. Be an asset finder rather than focusing on deficits. Help children identify their strengths, then help them to use their strengths to work on areas that need improving. The idea is to determine areas of

competency, then continue to add new areas of competency. It is important to consider many potential areas of competency, i.e., social, language, math, music, physical/spacial, manual dexterity, and art.

2. **Help Students Identify Ways to Contribute**

   Help students learn how to be helpful in the classroom, the school, their families, and the community. Being a contributor, a helper, is not only socially useful but is a powerful way to build self-esteem. Frequently, young children are not given a chance to be on the giving/helping side of life. Help them learn that there is much they can do to count in positive ways. Number three below is one example.

3. **Have Students Identify Their Academic Areas of Strength and Areas in Which They Would Like to Help**

   After identifying strengths and needs, match students so that each student gets to use a strength to help another student improve. Make sure each student plays both roles of giver and receiver of help. By building one-to-one student tutoring/teaching into your classroom plan, you create for students the opportunity of discovering strengths, setting goals, creating plans, and checking progress.

4. **Show Students How to Be Encouraging and Respectful to Each Other**

   Demonstrate, discuss, role-play, and report on specific things children can say and do that are encouraging, friendly, inviting, and respectful. See activity on "Friendly Things to Say and Do" in this chapter.

5. **Give Children Choices**

   Allow students the opportunity to decide appropriate things regarding their daily routine and activities. Some examples are:

   - Students help decide who will do certain classroom jobs.
   - Students help decide who they sit with and work with on certain projects.
   - Students help decide what bulletin boards contain and who helps put them up and take them down.
   - Students help decide what part of a project to do first, second, or last.
   - Students help decide what to do during "free time" (within your limits).

6. **Model Positive, Constructive Language**

   Negative and sarcastic comments about students are encouragement killers.

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Corrective feedback is important and need not be negative or sarcastic. Corrective feedback needs to be sandwiched between comments that communicate faith in students' ability.

7. **Check the Correct Answers**

   On homework and test papers, put a check by all correct answers as well as an "x" by incorrect answers. Report the grade as number correct out of total number.

   Be an asset finder. Become expert at noticing and pointing out small improvements. Help students develop problem-solving skills in determining what they need to do to continue to improve.

8. **Set Reasonable Standards**

   Take into account the student's age, emotional and social maturity, and cognitive ability. Standards that are unrealistically high lead to discouragement and underachievement.

9. **Say and/or Do at Least One Encouraging Thing to Each Student Each Day**

   Teach your students to do the same.

10. **Use "Tell, Show, Do, Feedback" to Teach Skills Directly and Concretely**

A summary of this model follows.

Tell/Show/Do/Feedback Teaching

Tell/show/do/feedback teaching is critically important for teaching social skills and learning skills. The overview below is geared toward these two areas.

Tell: Give instruction highlighting the important points; explain why the topic is important, what they need to do, and how to do it.

Show: Demonstrate the skills you are trying to teach in a role-play and as part of your regular classroom behavior. It cannot be stressed strongly enough that you must model these skills because your actions speak much louder than words.

Do: Lead activities which allow the children to apply the skills through role-playing and other structured activities. Encourage the students to use the skills throughout the day and build in time for students to report on using and observing others use the skills.

Feedback: Provide supportive and corrective feedback about students' application of skills taught. This coaching aspect is the most important variable in

teaching social skills and learning skills. The encouragement process is important to keep in mind. Most teachers experienced in this method use the sandwich approach: Point out something the student is doing correctly or some strength, give suggestions on how to change nonhelpful behavior, and finish with comment on student's ability, i.e., a supportive (bread), corrective (meat), supportive (bread) sandwich.

The four elements of tell/show/do/feedback are cornerstones to teaching effectively—presenting the abstract, the concrete, and the applied, and providing supportive and corrective feedback. Teachers who match teaching social skills and learning skills to the encouragement process develop a critical mass of support for student development and achievement.

The activities that follow provide a structure for building an encouraging classroom climate, and teaching social and learning skills through storytelling, story re-telling, and role-play. These lesson plans are appropriate for kindergarten through fifth grade.

Lesson Focus: Friendly Things to Say and Do

Objectives: To learn specific encouraging, friendly statements and actions leading to increased positive group climate.

Outcomes: Increased use of encouraging statements and actions leading to increased positive group climate.

Activities:

1. Discuss your goal of having a class/group in which everyone feels safe, accepted, and encouraged. Explain how such a class has much more fun and how good it feels to come to a place everyday where people are friendly and encouraging. Ask "how many of you would like to make this class a place like that?"
2. Ask the children to think of friendly and encouraging things to say and do. Record their ideas under the heading of "friendly things to say" and "friendly things to do."
3. Sprinkle suggestions into the discussion and ask the class if they agree.
4. Get a show of hands for each student and teacher suggestion. (How many of you think that would be a friendly thing to say or do?) Only suggestions with broad agreement are added to the list. If the teacher got ideas that may or may not be friendly or encouraging, she or he can put them under a "maybe" or "not sure" category.

5. Make large class/group posters with the students' lists. One for "friendly things to do" and one for "friendly things to say." Leave room on each to add new ideas. Display the posters prominently in the room.
6. Read a story that displays encouraging/friendly/inviting words and behaviors and ask the children to raise their hands each time they notice a friendly word or action.
7. Discussion questions for making the poster and the story:
    - What did you learn about how this group works together when we were making our group posters of "friendly things to say and do"?
    - Which character was your favorite from the story I read to you? What did you like about the character?
    - How can you use some of the things we have talked about today?

Lesson Focus: Friendship Skills

Objectives: Learn specific behaviors for making and keeping friends.

Outcomes: Increased prosocial behaviors leading to increased positive classroom climate.

Activities:

1. Introduce the notion of the students acting as consultants to a school newspaper columnist, Mary Jo. Mary Jo gets letters from students on typical problems and concerns of elementary-aged children. Students who are the same age as the letter writing student have special expert knowledge about this age group and their concerns. Their job is to consult with each other and reach consensus on the best advice to send to Mary Jo so she can help the letter writer with the problem.
2. Read the letter to Mary Jo about friendship and divide the class into small groups of 3-5. Each small group brainstorms the best advice on what to do and what not to do to create the kind of friendly environment that will attract and keep friends. Each group needs a recorder who lists specific things to do and not do. Clarify the difference between specific actions/words and general advice, i.e., "be nice" would be general. Mary Jo is looking for specific not general advice. Smiling more, giving honest compliments, and inviting someone to sit at lunch with you are examples of specific advice.

3. After brainstorming, each group shares its ideas. A master class list can be made of friendly ideas on which the whole class agrees. You may want to compare this list with the Friendly Things to Say and Do list presented earlier. Providing concrete examples for prosocial behavior and pointing out actual examples from your students during the day are necessary if students are to be able to apply these skills.
4. Each group has a copy of the letter and answer form shown below. Note you can change the grade level to match your class. After the groups share their answers and the master class list is made, ask the students to complete the Friendly Environment Goal Sheet in order to personalize their learning.

Dear Mary Jo:

I am a third grader and things are not going well for me at my school. I am having trouble keeping friends and it is really bothering me a lot. Do you have a list of things that I could do to be accepted more with my friends? Also, a list of what not to do would help.

Thanks,
Worried About Friends

Dear Worried About Friends:

I checked with my experts on third grade friendship, and this is what they suggested to help you create the kind of friendly environment that attracts and keeps good friends:

Be sure to do these things:

Be sure to **not** do these things:

My Friendly Environment Goal Sheet

Name _____

Complete the three areas below and share with a partner. Turn your goal sheet into your teacher. You will have a chance next week to share specific examples of things you did to reach your goal.

Three things I already do that create a friendly environment and help me to be a good friend.

1)

2)

3)

Two things I will do more of this next week to create a friendly environment.

1)

2)

One thing I will do less of this week to create a friendly environment.

1)

A picture of me and my friends in a friendly environment.

Lesson Focus: Student Storytelling

Objectives: To learn to create and tell original stories. To practice attending, listening, teamwork skills.

Outcomes: Increased the ability to: 1) use review questions and story structure to create and tell a story and 2) attend, listen, and work cooperatively in a group.

Activities:

1. Review the poster with the 4 W&H questions (see chart on page 46).
2. Choose two of the story starters from the list on pages 46–47 or make up your own.

3. Ask each student to think about and draw a picture of one of the two story starters. Allow 4 to 5 minutes and stress to the students to draw things that answer the who, what, when, where, and how questions. De-emphasize artwork quality since the purpose is to have time and a concrete way to think about their stories. Have an example of a child's drawing that answers the questions. Be sure the art is at or below your average student's drawing ability.
4. Pair students. Ask the listeners to pay attention (face the speaker, eye contact, lean forward, feet and hands still, look alive, and show interest) and listen for the answers to the 4 W & H questions. Ask the storyteller to include the 4 W & H answers in the story. Allow 1 to 2 minutes for student storytelling.
5. Check out how well the listeners were listening. First ask the listeners to tell the speaker the answer to the first "W" question, "Who was the story about?" Then ask, "Storytellers, did your listener get that question right?" (show of hands). Proceed through each question, one at a time, using this checking method. If the speaker did not include the answer to a question, the listener can say, "I don't think you told me that; what is the answer?" With practice, the storyteller will tell stories with a beginning, middle, and an end and the answers to the 4 W & H questions.

   When the students are familiar with this process and the 4 W & H questions, the teacher can simply ask the storytellers to ask their listeners for the answer to the questions. Allow 3 to 4 minutes for step 5.
6. Reverse storyteller and listener roles. After storytelling, guide the students through checking out their listening. Allow 1 to 2 minutes for storytelling and 3 to 4 for check out.
7. Discussion question for student storytelling:
   - How was it for you when you were creating your story?
   - What was it like to be the storyteller?
   - What was it like to be the listener?
   - How could you tell your partner was really paying attention and listening?
   - Who noticed someone saying or doing something friendly or encouraging?
   - What problems did you have with the storytelling or listening?
   - What can you do to solve that problem?
   - How can you use what we have been learning about paying attention, listening, asking questions, and being encouraging/friendly?

4 W & H Questions

WHO	Who was the story about?
WHAT	What happened in the story?
	What was the story about?
WHEN	When did the story happen?
	Daytime, nighttime, morning, afternoon,
	Spring, Summer, Winter, Fall?
WHERE	Where did the story happen?
	Inside, outside, city, farm?
HOW	How was the person feeling at the beginning of the story?
	At the end?
	How did the story begin? How did the story end?

Student Storytelling Overview

Tell a story about (one of the story starters) and make sure you include:

1. The names of who the people are in your story.
2. What happens that is most important to you in the story.
3. When the story happens (morning, afternoon, night, Spring, Summer, Fall, or Winter).
4. Where the story happens (inside, outside, city, or farm).
5. How you felt at the beginning, middle, and end of the story and how the story ends.

Story Starters for Sharing Strengths

A time I started a healthy habit.

A time I helped someone with schoolwork or working through a problem.

A time I invited someone I didn't know well to play or asked to join someone in play.

A time I made a new friend.

A time I helped someone.

One of my favorite things to do at school (inside).

One of my favorite things to do at school (outside).

One of my favorite things to do at home (inside).

One of my favorite things to do at home (outside).

A time I learned to do something that I thought was too hard or scary.

After telling your story to your partner, check out how well your partner listened by asking for answers to the 4W and 2H questions.

Student Storytelling and Problem Solving

Use student storytelling, after the students have learned the process, to personalize any story and to provide a vehicle to practice problem solving. Pick a theme or event from a story and ask students to draw a picture and think/write a story about when they had a similar experience or what they would do in a similar situation. Then have pairs share stories as described above. Compare problem-solving strategies. Having the students role-play their stories to show how they would solve a problem is an exciting way to teach both story structure and problem solving. See the lesson plan on Social Problem Solving on page 48, for tips on using role-play.

Lesson Focus: Student Story Retelling and Story Structure

Objectives: To learn seven story/listening review questions and story structure.

To practice attending, listening, problem-solving, and teamwork skills.

Outcomes: Increased ability to:

1) Use the 4 W & H questions to review a story.

2) Use story structure to retell a story.

3) Attend, listen, and work cooperatively in a group.

Activities: Student Story Retelling and Story Structure

1. Story Structure: Discuss how stories have a beginning, a middle, and an end. Stories typically describe a character(s) and setting in the beginning. Next, in the middle, a problem is encountered and solutions are tried. Finally, in the end, the problem is resolved. It is important to identify how the character(s) is/are feeling at the different points in the story. It is helpful for the teacher to point out the different parts of stories as they are being read and ask the students how the character(s) is/are feeling and what the students think will happen next.
2. Read a story and then ask the children the 4 W & H questions from the chart.
3. Ask the children to draw a picture about their favorite character.
4. Ask the children to share their picture with the group and tell what they liked about the character they chose.

5. Student Story Retelling: The following directions for using story retelling are adapted from Morrow (1985, pp. 659-660):

   Ask the children to retell the story using the following dialogue. "A little while ago, I read the story (name the story). Would you retell the story as if you were telling it to a friend who has never heard it before?"

   The following prompts are to be used only when necessary.

   a. If the child has difficulty beginning the story, suggest beginning with "Once upon a time," or "Once there was."
   b. If a child stops retelling, encourage continuation by asking, "What comes next?" or "Then what happened?"
   c. When a child stops retelling and cannot continue with the prompts offered in "b," ask a question about the story that is relevant to the stopping point and encourage continuation. For example, "What was Jenny's problem?"
   d. If the child cannot finish the story say "So _____ and _____ (answers to the 'next' and 'then' questions) happened in the middle of the story. What happens at the end?"

6. Discussion questions for student story retelling:

   - What are some other ways Jenny could have solved her problem?
   - Have you ever had something like that happen to you? What did you do to solve it?
   - How did you feel about how it ended? What could you do next time?

Lesson Focus: Social Problem Solving

Objectives: To learn problem-solving strategies related to typical social problems of children.

Outcomes: Increased use of appropriate social problem-solving strategies leading to increased positive classroom climate.

Activities:

1. Use the three typical friendship problems below to stimulate discussion, problem solving, and role-playing of solutions. Divide the class into small groups of 3-5, and ask them to develop a specific solution to the typical problems presented on their "Typical Problems" handout (see charts that follow).
2. After coming up with a solution for each of the three typical problems, the group plans a role-play of one of the three problems and the solution. Both role-plays last a maximum of one minute.

3. Each group presents their role-plays of the problem and their solution. After each problem and solution is role-played, the class discusses their reaction to both the problem and the solution as well as to other possible alternatives. Three helpful tips for using role-play:
    a. It is important to point out the positive reactions and feelings of others to prosocial solutions and also the negative reactions and feelings of others to antisocial solutions.
    b. Look for students who can model appropriate alternatives if the original student-generated alternatives are not prosocial. The teacher and other students are important models for appropriate prosocial solutions to typical problems. Students learn best from multiple positive models.
    c. The teacher can use the sandwich approach of feedback to respond to each role-play, pointing out all positive aspects and adding alternatives to any inappropriate ideas followed by a positive summary of the group's efforts.

After all role-plays, the class can generate a list of other typical problems for future problem solving and role-playing.

To wrap up, the teacher can ask for students to discuss what it was like to work together to find solutions:

- Did any of the groups have trouble coming to an agreement on any of the solutions or how they would role-play them?
- How did they work it out?
- How did they feel about how the disagreement was settled?
- What suggestions do they have for next time they work in groups to solve problems and present role-plays?

TYPICAL FRIENDSHIP PROBLEM #1

Dear Mary Jo,

My problem is the "Big J"— jealousy:
My friend tries to control who I spend time with. She threatens to not be my friend if I hang out with certain people. It feels like she wants to keep me all to herself. I really like her, but I also want to be friends with other people. What should I do?

Signed,
Confused

Solution:

TYPICAL FRIENDSHIP PROBLEM #2

Dear Mary Jo,

There are two kids in my class who are very pushy. Every time we play a game, it has to be by their rules. They always have to go first. When we work in teams they have to be the leader. It's really frustrating. Don't they know how rude they are being? I am sick and tired of putting up with it. They are smart and could be really good friends, but they really need to learn to share the lead. What can I do to make them understand what a pain they are when they act so bossy?

Signed,
Frustrated

Solution:

TYPICAL FRIENDSHIP PROBLEM #3

Dear Mary Jo,

A couple of my friends think they have to be the center of attention all the time. It gets boring to be around them sometimes because they always have to be the focus. I don't think they know how irritating it is when they want all of the attention and won't give me or anyone else any of the spotlight. They think being funny and cute all the time makes them popular, but it is really getting old. How can I get them to stop just noticing themselves and notice how other people feel?

Signed,
Irritated

Solution:

Conclusion

Building a successful classroom environment relies on developing effective social and learning skills. These skills are created by a facilitative teacher in a classroom climate that is encouraging of the students' abilities and that applies active learning processes.

Positive classroom climates maximize cognitive and social development. They combine learning activities and social skills. This combination provides a powerful strategy for helping children develop the skills for success in learning, working, and living. Activities such as storytelling, retelling, and role-playing help students acquire these skills. The ten keys for creating an encouraging environment guide the facilitative teacher into developing a classroom climate in which all students can grow and flourish.

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Chapter 6

Empowering Students With the Cooperative Edge

by Kathleen G. Elam

How does an educator create a cooperative learning environment? How can at-risk students experience effective decision making and work successfully together year after year? Kathleem Elam provides some insights on her unique "Fifty-first State" design.

Each year, as I prepare to return to school, I spend a few days thinking of the many ways I plan to capture the students' interests, their energy, and their learning spirits. I realize all too well that good beginning experiences cause positive behaviors, attitudes, and performances. Some students' entire year is decided during the early weeks. Consequently, I must be ready, and the classroom environment must send a lasting invitation to stay and learn. As the students enter, I want them to be inquiring, excited, and happy. To this end, I search for unusual, interesting, and popular items to use within the classroom and on the outside bulletin boards. I want the environment to capture and motivate the students when they first set foot in the door.

On a table, in the front of the room, is a bright, beautifully wrapped present labeled "The Surprise Box." It is large enough to hold a wide assortment of good things. Beside it is a "Register Here to Win" sign. The desks are arranged in what appears to be either a "U" or "V." There are central stations along the perimeter of the classroom for reference materials, computers, classroom government, and plant-animal study. Our room is open, warm, friendly, and filled with multiple areas which invite exploration and discovery.

As students select their desks, I ask them to sit beside a friend. If they are new to our school, I ask them to choose someone they would like to know. We spend the opening hours of our first day "Getting to Know Each Other" as "I Get to Know Them." We discuss the look and purpose of our room, and take a few minutes to work on a family album activity entitled "A Page From My Book" (see page 53). This builds a shareable autobiographical view of each student's life, hobbies, interests, expectations, and habits. Then, we do a fun game called

"Human Bingo" which allows us to move around, gaining points of commonality and differences among our group. By this time, everyone has touched "The Surprise Box," and there are many questions about its contents and how to win it. After we have shared "Human Bingo," we discuss the guidelines to win the box, they register their names and guesses for the first time, and we plan for the number of opportunities to win all or part of the box over the next week.

A Page From My Book

Next, we establish a game format for answering assignments with team leaders and members. We divide the class into equal teams with provisions for leaders, members, and swing members. Swing members occur as someone is left over in the regular distribution. These special players are able to answer questions on each team, thereby making this a treasured position as the person or persons are automatic winners.

In order to give each student a chance to be a team manager, all names are placed in a bowl and we randomly select leaders first, then members. For the next several days, we will enter a skills and process check to recall information from previous years. While this could be a boring beginning, it becomes feasible and rather delightful through cooperative games. In addition to gathering information for academic planning, I can observe how the students function together.

Through this team format, I also assess individual and group content area strengths and weaknesses, and how well the students work with chosen and random

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53

partners. While I am recording information concerning working relationships, I advise and coach each team on how to build a successful cooperative-competitive partnership using patience, compassion, and flexible leadership.

During these early weeks, we also establish our classroom government. This is our organizational design for choosing classroom leadership. The students campaign for positions and are chosen by ballots. Our classroom is known as "The Fifty-first State." We establish a governor, lieutenant governor, two senators, representatives (based on classroom population), and three judges. We also appoint a state newspaper committee and a science chairperson. Each of these offices are elected or selected as the United States Constitution stipulates. The executive branch leads class projects and programs. The legislative branch works with class members to draft rules and regulations for our learning environment and to establish the criteria for good citizens and terrific kids. The justices collect and correlate data connected to classroom contests and help resolve family conflicts.

Not only does this class framework help the students experience government in action, but it builds us into a "classroom family." The entire class becomes a state employee, either by office or membership. Their desks become leased property. The area surrounding their desks and those of their fellow classmates is held in pride, and we have "Keep Our State Clean and Beautiful" contests. Later, as teams are chosen, the captains are known as mayors of the town or city. The team carries the leader's last name followed by "ville." These teams work together in class for a week to ten days gathering points for recognition. From this system, the students learn how to live within a community, to work cooperatively to improve situations, and to diversify themselves within the communities. We also choose a "daily work force."

This is another opportunity to promote a cooperative environment and to build a strong family spirit. The workforce takes care of errands, plants and animals, snacks, erasers and chalkboard duties, special tasks, and shelf upkeep. They work for a period of time, usually ten to twelve weeks, and then the jobs are offered to new people. The older workforce keep their jobs if a new member is absent. Hence, the students, in effect, become the co-managers of the classroom in partnership with me. Within a short period of time, the quality of work is amazing, the routine tasks are minimized, and I can give maximum efforts to my job as a facilitative teacher.

In addition to building cooperative behaviors, we also develop positive working relationships with younger and older schoolmates, through planning and

teaching "share fairs." These programs start within the first nine weeks of school, and occur periodically throughout the entire school year. Besides students, parents and community visitors are added to our guest lists. The students choose whom they would like to invite and what they would like to do. Learning stations are organized, content activities are prepared, chairpersons are selected, invitations are scripted, decorations are made, and students spend "quality time" with their groups practicing. Some of their fairs have been a seasonal program, a play, a science-math-language arts special, a schoolwide coloring contest, and a sports carnival. These inter-school/community experiences continuously apply, analyze, and evaluate our cooperative "Family Spirit," and strengthen the principles of meaningful learning and success through accomplishment.

Observable Benefits From Facilitating the Cooperative Edge

Beginning each year in this manner enables me to observe and reflect on each of my student's talents and strengths. It allows me to examine past working relationships and suggest potential new ones. I begin to use an "intra-inter-active" approach to assess individual and group behaviors, attitudes, and performances. During this time, I shape our classroom environment into a safe place in which each student can measurably grow based on personal interactions, leadership, oral and written expression, and job performance. As we develop, I change the physical classroom design as necessary to accommodate each student's needs, the needs of the whole classroom family, and my instructional needs.

Together, we establish academic goals and the objectives needed to reach them. We plan projects and programs to stimulate growth, human understanding, and the power of cooperative leadership. I introduce the students to "purposeful learning" by creating shareable products with them that they can teach to others. Our classroom becomes a learning laboratory for me as their instructor, and for them as they learn to facilitate learning to each other. Always essential to accomplishing our goals is to learn how to work together effectively, how to mentor to others, and how to build close relationships.

As we accomplish our product goals, we evaluate our success in terms of what was accomplished both academically and interpersonally. As we set new goals for our next academic project, we look carefully at both the content and team building. Generally, our projects stimulate an extension and enrichment of our academic areas. Then we use our game formats to practice our skills, rehearse the content, and revisit our team building.

55

Once these cooperative class behaviors, attitudes, and performances are in place, I facilitate a harmonious, nurturing, classroom family spirit. All students need the opportunity to be both the leaders and team members. They need to learn and practice this in a consistent, loving "intra-inter-active" environment sensitive to them as individuals, as well as members in a group.

Does It Work?

We began this year with the guidelines stated. We worked throughout the year perfecting and honing our academic skills. Daily I modeled a family spirit of care and concern. As this year drew to a close, I was again gratified by the amount of genuine friendship and understanding each class member achieved. Even a student who had difficulty sometime during the day and required special handling finished most days in the right frame of mind. The idea of starting and leaving each day with a smile, a pat on the back, or a small hug, virtually changed the outlook of all of the students. Each day, they expected these positive interactions and would come back to say "good-bye" if the day ended from another teacher's classroom.

As I facilitated the students to behave cooperatively, discipline problems subsided. Parents came to observe, reinforce, and support. Our school administrators commented on the improvements in students' behaviors and academic performances. Above all, the students grew in concern for each other. As a class, they spoke considerately to each other, enjoyed argument-free lunch times, shared mid-morning snacks, purchased ice cream for each other, and exchanged phone numbers at the end of the year. We had a sharing of materials, all lunch and library fees paid, an abundance of daily snacks, responsibility for home assignments or class work, and no incidents of theft.

This year's learning environment was a replication of the strategies I've used over the past fifteen years to build the elementary cooperative edge. Each year ends on a rewarding note and rejuvenates me as a facilitative educator. I find myself counting the days until I can begin again!

Chapter 7

Creating Community Through Class Meetings

by Evelyn Schneider

"It's a matter of having somewhere you can go with your problems." Yes, and a place where students have the opportunity to help each other work out these problems. Evelyn Schneider's discussion of class meetings shows how the facilitative teacher can provide that forum.

"Teachers need to give students a voice. The reason a lot of kids fail school, the reason a lot of kids are on the street, is because no one listens. Listening is the most important thing you can do for us." Starkeeva (Eleventh Grade Student at an alternative high school).

Go to an educational workshop, and you might be asked to do almost anything, often with strangers. Once, we body sculpted the left and right sides of the brain. I've been part of a human knot, climbing under and over other arms to untie. I've sat with my eyes closed in a circle of people, as the presenter lightly tapped each one of us, the signal to start or end knee slapping or foot stomping to reproduce the effect of a rain storm. During a "People Hunt," I had to find someone in the room who was also a Taurus, also the middle child, also a lover of the beach. I have shared the history of my name, the history of my hair, my favorite book, and an event that changed my life; have done psychological scavenger hunts, human bar graphs, and the "Yurt Circle." The purpose of these activities—from the cutesy to the profound—is human connection.

Human connection is the part of teaching that often gets minimized in the race to cover content. Teachers often become talking heads; students—eyes either glazed over or diverted—withdraw, disrupt, or drop out.

Lucy Calkins, director of Columbia's Writing Institute, talks about how to create community in the beginning of the year. Start the year with a book like *Stone Fox*, she recommends to intermediate educators. A boy trying to save his grandfather's farm enters a race. Just before the finish line, his beloved dog dies.

57

His rival invites him to carry his dog's body across the finish line, and he saves his grandfather's farm. The class has a good cry. The class also begins with a common experience in group empathy.

The circle discussion has been a staple in my English classes since I started teaching in 1974. But it wasn't until the mid-eighties that an experimental project forced my first class meeting. I define class meeting as a circle discussion about nonacademic content—social issues, procedures, problems. Shared decision making is its foundation. How to create and sustain a sense of community is its primary purpose. The premise is that within a successful community, people care about each other and about their work. Quality goes up. Current research cites emotional intelligence as the most reliable predictor of success in life and school, much more powerful than IQ (Goleman, 1995).

Two educational institutions approved my 1980s experimental project. I wanted to teach concurrent courses in the Short Story with two diverse groups: freshman honor students at New York University and inmates enrolled in the SUNY New Paltz college program at Eastern Correctional, a maximum security correctional facility in Naponoch, NY. The students would process their thinking through letters to each other.

Although I had a challenging syllabus in hand for the first class, I really didn't know what I was doing. Hooking up academically slick eighteen-year-olds with middle-aged, street-wise convicts seemed risky business. I needed feedback. Besides setting up regular communication with an administrative representative from each institution, I brought key decisions to each student group. Did they want to rotate journal partners (between NYU and Eastern Correctional) or work with one person all semester? Did the reading list give us the diversity and comprehensiveness we wanted? Which, of the key issues raised by the stories, would we select for their journal letters? How would we bring their written dialogues into class discussions?

I had almost no absenteeism that semester. One NYU student went as far as to send in a substitute student to take her place for a week when her mother died. When she returned, both groups gave her emotional support (the inmates generated a Mass card). The writing my students produced during those months was superior to the mostly mediocre, occasional quality I usually received. No one missed the journal letter assignments; no one missed any essay work. Some extended the exchange to get feedback on their essay drafts.

My students co-created this experience with me. It was their choice to stick with one partner all semester; their idea to audiotape an NYU class discussion on Kafka's "Hunger Artist" for a response from the inmates; and their initiative to invite an inmate from the Eastern Correctional class to NYU when he came to New York during the day for a work-release program. Key to the meetings and to the journal exchange was the value for student-to-student dialogue.

How many classrooms experience verbal flow beyond the usual questions and answers that bounce between teacher and student, like a Socratic tennis ball? How many teachers give their students a forum for choice about how the class runs? About how to handle problems when quality goes down, when homework stops coming in, when students are cruel to each other? Although this will seem paradoxical to some educators, student choice, via classroom meetings, has raised standards in my courses and in the many K-12 classrooms I've visited as an educational consultant.

The Classroom As Family

"Not everything that is faced can be changed. But nothing can be changed unless it is faced." James Baldwin

About the same time as the NYU-Eastern Correctional project, I was single-parenting, living in an 1,100 square foot ranch house with my "new-age" family. One summer I found myself with an adolescent son, a daughter on summer break from college, and an unmarried daughter with a baby and "significant other." We were diverse. How would we all manage under one roof and in such a limited space?

Although I was accused of trying to turn our family into a workshop, I instituted weekly meetings, and I credit them for giving us a fairly harmonious summer that year. Every Friday we met around the kitchen table for about a half hour after dinner, the one dinner per week everyone committed to attending. We spoke in turn, around the circle, for three cycles. We agreed on two rules: no interrupting and no cross talk until cycle three. The first cycle was affirmations, each person's perspective about what was satisfying about living together, what was working. The second cycle was for voicing concerns, complaints, requests. And the third was for refutation and suggestions for solving problems.

Knowing a forum was in place for speaking out helped keep issues from escalating during the week. The positive round brought out some humor and set the tone

for mutual respect and caring. Although I cannot say we solved every problem, we took care of most.

The American family is changing, as is the American classroom. The schools and families depicted in 1950s sitcoms like *Leave It To Beaver* are radically transformed in media presentations like *Dangerous Minds*, where Michelle Pfeiffer's teaching experience is a matter of life and death. American educators have been responding. Multilevel classes and looping give teachers and students more than one year together, greater emotional support for everyone, a feeling of family in the classroom. The middle school is finding greater success with "clustering," keeping groups of students and teachers together as opposed to fragmenting the student body, which is practiced in most high schools. One refrain to the school reformation song, now immortalized by Hillary Clinton, is, "It takes a village to raise a child." The need for community, for family, for mutual support, caring, and belonging has become a crescendoing cry.

The Agenda

"My students don't all have parents sending them off in the morning with their Star Wars lunch box and finished homework. We started a buddy system during one of our class meetings and now the children call each other with reminders for bringing in homework. Almost all the children are bringing in their homework now." Judy (Third Grade Teacher)

Many class meetings begin with an initial gathering in September to create the classroom contract. What kind of a classroom community do we want? What are our learning needs? Our standards for success? Every teacher and student has an agenda. The question is whether these agendas get disclosed and negotiated. Anyone experiencing a serious relationship or the challenge of parenting knows the danger of "hidden" agendas. If the class is made dysfunctional with secret, competing agendas, passive hostility and open aggression may usurp most of the learning time.

Some teachers post an agenda. Anyone in the class can record a topic, and that person is free to black it out if the topic is resolved before the scheduled meeting. The only topics discussed are those recorded on the agenda sheet, in the order they are recorded, unless it makes sense to combine. Other classrooms use a box. The teacher prioritizes, censors, and groups topics submitted by students. Sometimes a signature is required, sometimes not. If the meetings are used for

troubleshooting problems, the teacher may choose to set the agenda, focusing on the most pressing problem at the time of the meeting.

Gene, a middle school teacher, tapes two envelopes to his blackboard, one for boys and one for girls. Students have the opportunity to write notes, both concerns and affirmations, about peer relationships. They must sign their notes, but Gene protects anonymity. General concerns are addressed at class meetings, but, he adds, "I meet one-on-one with students when several peers complain about the same person being disruptive. The peer feedback is much more powerful in creating behavior change than anything I can say." Other classrooms prefer a more informal approach, having the agenda materialize at the beginning of the meeting, to address anyone's immediate concerns.

How to Address the Agenda

"One of the problems we've solved in our meetings has been how to live with our differences." Jason (Fifth Grade Student)

Tana, a fifth grade teacher, tapes a large envelope to her blackboard for agenda topics. The class knows the routine. Meet at the carpeted corner—on the couch, on the floor, in a chair, on a desk. The forty-minute time limit is clear; rules for confidentiality, no names, and speaking with kindness are well established. She welcomes her students, calls on them to verbalize the rules, and then begins by pulling the first note from the envelope: "People bothering other people about appearance."

"What does that mean?" she asks. Students share objective and personal responses: "looking different," "wearing glasses," "being overweight," "being skinny," "having braces," "different skin color," "different clothing styles," "the way you talk—like having an accent," "your hair—like when some people dye it." When Will says, "People sometimes curse at you," Tana asks, "Is that a different issue?"

Tana shares her own sensitivity about being overweight. "If you've ever had a problem with people bothering you about your appearance and have handled it in a way that works, maybe you could give us some tips."

Leia finds ignoring works, and yes, she responds, sometimes it takes time. "You just tune the person out," says their teacher. "Like being on a different channel." John says thinking positive about yourself works.

"I'm rubber you're glue," chants John, "whatever you say bounces off me and sticks to you." The class talks about what happens when you say this out loud and how it might work to say it to yourself instead.

Tana gets two volunteers to do a quick role-play, an "ineffective" and "effective" way of handling the problem. Then she moves towards a class commitment. Most of the students feel they can commit to one week of no negative comments about appearance; some say it's too hard to do all the time at home with sisters and brothers.

Tana pulls the next paper out of the envelope. Three papers have the same concern: the recent writing prompt—about your favorite field trip—on the New York State Fifth Grade Writing Test. Some of them missed the usual field trip because of a contract issue in the district. What about poor kids who don't go on whale watches and to museums like the rich schools get to do? Some of the students go off into ideas about how to raise money for more field trips. Tana asks how many feel the question was unfair. Every hand goes up. What can we do? Write a letter. Make a petition. Send out a survey to parents and other schools. They decide on a meeting with the principal as a first step, with two representatives from the class. The qualifications are to 1) feel strongly about the issue, and 2) be able to explain it calmly. Anyone wishing to volunteer and meeting those qualifications will put his or her name in a box for a random drawing in the morning. The representatives will meet with the principal and then report back to the class.

Tana follows a simple but powerful process: define the problem, brainstorm solutions, make a plan. The next issue is about returning to class after being absent and finding garbage in one's desk. Do the custodians make mistakes when they find papers on the floor and stuff the papers into the closest desk? Are students violating the need for respecting each other's space? Melissa thinks labeling desks with names would help the custodians. Ashley suggests labeling one wastebasket for lost papers. She volunteers to do it. The class develops two criteria for respecting each other's desks, and a student volunteers to make a poster.

Time and Power

"Man is condemned to be free." Jean Paul Sartre

While many teachers see value in class meetings, some say they don't have the time. Others reject the idea completely, feeling we should be "clamping down" on students. Giving students decision-making power, they feel, is not only risky, but just plain nuts.

Those using "no time" as an excuse have a compelling argument. Academic standards are up. Teachers are churning with changes: addressing multiple

intelligences, moving towards heterogeneous and inclusionary classrooms, incorporating cooperative learning, using portfolios and authentic assessment, tapping into higher level thinking skills, creating interdisciplinary units of study, learning sophisticated new technologies, increasing parent and community communication, mentoring new teachers. . . the list goes on and on.

I see two major counter-arguments to the time issue. First, classroom meetings incorporate academically-related processing skills. In our state, one of the four Language Arts Standards calls for communication skills for social interaction in reading, listening, writing, and speaking. The call for "respectful" communication is spelled out. Our new state exams will include extended tasks requiring students to work collaboratively. Tana's students get weekly practice during their class meetings in communicating for social interaction. They analyze problems, synthesize critical attributes for solutions, set goals, and evaluate their progress. They must stick to the topic, practice respectful communication, paraphrase group input, and follow through on plans for resolution.

Second, if the students are not invested, not connected, what gets done? What kind of quality is visible? There is no one recipe for class meetings. A familiar framework might be to meet once a week, at the same time and place, for 20 to 40 minutes. Some classes meet more briefly, for about 15 minutes, at the beginning and end of every day. Others meet when needed, as needed.

The argument about power sifts down to a fundamental philosophical difference. In spite of research to the contrary, some educators persist in believing behavior will improve if we can make life miserable enough for the misbehaving student, a kind of "Dunce Cap" philosophy. Students with positive self-esteem have the resilience to occasionally benefit from punishment, but the rest need to know they're OK (Jensen, 1995). Students are more likely to respond to clear limits, logical and consistent consequences, and heavy doses of self-affirmation. Instead of detention halls, expulsion to the principal's office, or the classic "I will not..." 100 times, they participate in a conflict resolution session, create and carry out a restitution, practice a better behavior, cool down in a nonpunitive space, or design a plan for a better choice.

Danielle, a student in an alternative high school, spoke to me with tears in her eyes about how her class confronted her drug and alcohol abuse during class meetings. They finally convinced her to go into a 28-day rehabilitation program. "These people saved my life," she told me. "I'm doing well in school now, I'm going to graduate, and I want to go to college." Michael, a kindergartner in an elementary

school, was taking things from the other students. His classmates had a meeting and decided Michael was taking things because he didn't have enough "stuff." The next day, Michael's kindergarten peers showered him with presents—gift-wrapped pieces of gum, pencils, erasers. Margaret, the teacher, told me Michael never stole in her class again (Schneider, 1996). Louise, a high school drama teacher on the videotape, *Managing the Disruptive Classroom*, speaks of the paradox of power: "The more you give it away, the more you have." Her students say she gives them more power than any other teacher in the school and that they will do anything for her (Wubbolding, 1993). Shifting power to the student translates into shifting responsibility to the student. Life becomes more pleasant for the teacher. People like to share successful stories about "the teachable moment." How about "the unteachable moment"—the moment when the teacher feels like Wily Coyote, already over the cliff and treading air? Instead of the teacher facing classroom problems alone, students are given the challenge to resolve their own conflicts. Freedom, self-responsibility, is a tough but real road, and much easier to travel with the support of a caring community.

An Example of a Class Meeting

"We meet every morning to set goals. How will we work and play with each other? What's been working? Where are the problems?" Diane (Fourth Grade Teacher)

The Japanese have something they call the "parieto chart." Students set daily goals and graph their own progress. Diane's fourth graders apply the concept to social skills. Each morning they circle up, boy-girl-boy-girl, in a different place every day, to break up the cliques. They begin with Certificates of Honor, presented by students, to students, three each morning. Jake stands and reads, "This is to a smart girl, a good person, with good sportsmanship." He hands his classmate the certificate; everyone applauds. Chelsea is next, same sequence. "This is for a girl who is a great friend, a good worker, who has a kind and loving heart."

The next part of the class meeting is compliments. "Turn to your right. Look the person in the eye and give a compliment." The students take turns giving and receiving compliments; the teacher, part of the circle, participates. "Now turn to your left and do the same." In the background, the peaceful music of waterfalls and flutes is audible but not distracting.

"Now let's talk about the good things you did yesterday," says Diane.

"Most of us got our work done on time," says one student.

"We were good in gym class," says another.

"I was very proud of you yesterday. What goals can we set for today?" asks Diane.

"Not talk as much and stay on task," says Amanda.

"It's a beautiful day. You'll be outside. What's a goal you can really try for?" asks their teacher. Tim calls out for the second time. Diane did not respond the first time, as one of the class meeting rules is to raise a hand for speaking. "I know you want to answer. Try to raise your hand." She calls on Kelly.

"We could get other people to play with us so we don't play with the same kids every day."

Brittany adds, "We could agree to no fighting."

"What does Ms. T. (what the students call Diane) call that? No physicalness." Tim has his hand raised! "Yes, Tim?" Tim offers to share his basketball. Because she is so successful with difficult students, Diane gets several each year. Her key, she says, is to get inside of them, to help them respect themselves, and that leads to their respecting others. Tim has come a long way since September, when he would throw things, hit his classmates, or curse loudly.

Michelle wants to pass around a picture of her new kittens. George has a photo license to pass around for Speedway 17; he's passed a one-day course for driving go-carts. Diane asks for Ashley to wait until her classmates give her respect. When the others make eye contact, Ashley describes two Van Gogh prints her mom has sent in for their Van Gogh unit: "Starry, Starry Night" and "Café Terrace at Night." The kittens, go-cart license, and Van Gogh prints move from hand to hand, around the circle.

Diane reviews the day's goals. "Sportsmanship outside, no physicalness, Tim and Michael will share their basketballs if the girls want to play, we will make an effort to play with different people, we will stay on task. Our goals are set. Our work is on the board." Twenty minutes after circling up, Diane's students are doing their work. They are smiling. They look like they want to be there.

Students set their own social goals in Diane's class. When they violate them, there's a different feel than there is when they violate an institutional rule in which they may or may not believe. In addition to Japanese parieto charts, this process reminds me of the Quality Circles in some business communities, where everyone has a voice.

A student in Tana's class describes their confidentiality rule as "like how jurors in a trial aren't allowed to discuss the case." Tana's class often uses committees to

meet needs. She facilitates; her students plan and carry through the fixing. Committees, consensus, citizenship are the vocabulary, the grass roots, of the democratic process. No one wants to be a number, a place in a seat, blindly following orders.

Management Techniques and More Problems Solved

"We made puppets out of socks for our class meetings. The children find it easier to talk about their feelings through a puppet." Kim (First Grade Teacher)

Elizabeth and Julie team-teach in an inclusionary fifth and sixth grade. With the help of two aides, they manage 42 diverse students in a classroom "without walls." Once a week, everyone sits in a large circle on the rug for a class meeting. They begin with a game. "Bird, Mammal, Reptile, Fish." A student carries a "koosh" (the rubbery ball that looks like a sea amoeba) around the inside of the circle while chanting, "Bird, Mammal, Reptile, Fish." Suddenly, he or she stops, names one of the categories (for example, "Bird"), and tosses a classmate the koosh. The classmate must come up with a bird that hasn't already been mentioned, and then that student gets a turn around the circle.

Elizabeth and Julie laminated yellow and red squares as a management technique for their class meetings. The rule is that only the person holding the koosh speaks. If anyone speaks out or otherwise violates the rules, Elizabeth or Julie hands the student a yellow square to indicate a warning. If the student violates a second time, the student gets a red square which means a consequence (for example, going to a time-out space to process a plan for better self-control). "We wanted something nonverbal," Elizabeth explains. "It's working well."

The meeting begins with a problem to be solved: an unequal distribution of students on topics for "Eco-Commercials." The class is planning several video clips to advertise issues in ecology they feel are especially important, and a lot of students signed up for "the rain forest" and "animal rights," while either no one or a lone student signed up for some of the other topics. The class evaluates each possibility. Will a student do a better job if he or she picked the topic? Might students not realize how interesting an unknown topic is until they get involved? What about a random drawing? Volunteer switching? Breaking down the popular topics into subsets? Sometimes in real life you have to do a job you don't like. Several students volunteer to switch.

What other kinds of problems have been solved at class meetings in Elizabeth and Julie's class? "Last year," says Eric, a sixth grader in his second year in the class,

"one person was being made fun of. A lot of kids shared their feelings and the problem got better. The people making the fun realized what they were doing. One of our goals is being kinder to each other." The class has also made progress with the problems of mistreating substitute teachers, misrepresenting to get someone in trouble, ganging up on someone, and mismarking the homework check sheet. Again, the students are practicing problem-solving techniques. The teachers, no longer carrying the weight of addressing problems alone, are enjoying their work. A stranger walking into their room can feel the positive energy.

Sample Rules for Class Meetings

- One person speaks at a time, without interruption, while others listen respectfully.
- Problems are described generically, without using people's names.
- People show verbal and physical respect for each other.
- What gets said stays within the group (confidentiality).

In a first grade classroom, Kim's class made sock puppets for class meetings. One of her students will be moving away. The class has just read *My Best Friend*, about a best friend moving away. During their weekly class meeting, they focus on how to deal with losing a best friend. The box of puppets is placed in the middle of the circle. Each student picks out his or her puppet and puts it on.

They begin by sharing feelings. How would you feel if your best friend moved away? Some have already experienced it. Then they move on to what you can do about it. Janice suggests sending a letter. "You could be pen pals!" adds Sharon. Josh thinks giving a picture of yourself would help.

"I would bring the person a present and some Jolly Ranchers," says Matt. Sarah says maybe you could go visit the person. Diana says you could send an "I-miss-you card." Kamora says she would make the person a graph (Kim's class has been studying graphs). Lisa says she would call the person on the telephone.

Michael, looking sad and sincere, adds, "If they were on my baseball team, I'd let them bat for me before they went away."

On the secondary level, the problems get more complex and sometimes the management issues, as well. Thirty at-risk students and four teachers meet daily in a church, the site for an alternative high school. Some of the students have spent three years in ninth grade at the regular high school, earning only four credits. Others simply weren't showing up at all.

The group begins with an information breakfast—bagels, cream cheese, coffee. Class meetings happen at the beginning and end of each day, to set goals,

address problems, and celebrate achievement. Class instruction is individualized or done in small, cooperative groups. I originally visited this school to see the computer program, *Classroom Incorporated*. The program presents real world problems in settings such as a hotel, a hospital, or a bank. Students are challenged to problem-solve ethical issues, handling different personalities and perspectives. Three or four students were grouped at each computer and given cooperative roles for processing the problems.

Classroom Incorporated generated some of the group's class meeting discussions. Other issues, like Danielle's substance abuse problem or Germaine's difficulty handling a thirteen-month-old baby and getting to school, came directly from the students' lives. They've discussed child abuse, crack babies, birth control, domestic violence, and sexual harassment. If a particularly sensitive issue arises, the students say they meet with a teacher one-on-one. When a parent comes in, he or she is given full attention. With four teachers, the team is able to comfortably accommodate even drop-in visits from parents.

"You don't hear kids saying stuff like, "Hey, I think I'll go out and celebrate by taking some heroin," Germaine remarks. "You use drugs to take away the stress when you're overwhelmed with problems. It's a matter of having somewhere you can go with your problems. I was three years in the ninth grade before I came here. I think I've come a long way, but I'm not going to be satisfied. I'm on the stage now. There are people here reminding me, 'You're better than that. You don't need that.'"

Some group uses StePS (Structured Team Problem Solving) for class meetings. The facilitator role, usually handled by the teacher during class meetings, rotates between students. The class "brainstreams" ideas, each person having the chance to contribute or pass (not to be confused with "brainstorming," the random expression of ideas). Students cluster and clarify the ideas and create concrete graphics to represent their thinking, learning how to rehearse and condense their thoughts. A rotating recorder documents contributions on large easel paper, followed by the student's initials. The process is designed for consensus building and democratic fairness (Metivier & Sheive, 1990).

Students in Regina's second grade class sometimes offer to do conflict resolution during a class meeting. Both disputants must agree to go public, and the class is invited to help brainstorm solutions. Barbara Porro (1996) outlines this process in her chapter on class meetings for the primary level in *Talk It Out*. Students model how to make responsible I-statements to each other (for example,

"I feel upset when you take my seat"), and the teacher coaches good listening skills, such as paraphrasing each other's messages. *Talk It Out* suggests listing possible solutions and sending the disputants to the "Conflict Corner" to shade in smiley or frowny faces and to evaluate their options. When the problem gets solved, the class applauds.

A Ritual for Community

"If we want a peaceful world, we must start with the children." Ghandi

An East African community uses a song to celebrate the individuality of each new member. When the unborn child is a thought in the mother's mind, she goes off alone to think of her future child's song. She teaches it to her husband, and they sing it as they make love. The song is sung at the child's birth, whenever the child is ill, or needs comfort, at the grown child's wedding, and at the aging child's deathbed (Kornfield, 1996).

Classroom rituals also celebrate individuality and the link between members of the community. Like the song, birthday celebration, or holiday feast, the classroom meeting has cohesive power. Like any other educational tool, the meeting is not a panacea and is vulnerable to impotency if it stops being "real." Its power is in its capacity to humanize life in the sometimes cold and mechanistic institution of public schooling.

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Chapter 8

Answering a Question With a Question

by Anna L. Sumner

A thinking environment is created when the facilitative teacher knows what question to ask so the student will discover the answer himself. Anna Sumner's "Life Lab" provides that environment.

The classroom I facilitate is known as the "Life Lab." It is a student-centered, activity-based, and self-directed course for seventh and eighth grade students. In a businesslike atmosphere, students experience a wide variety of Industrial Technology Education and Family and Consumer Studies modules. Each module is a defined space with all the necessary curriculum, tools, equipment, materials, and supplies required for students to complete the learning activities.

During a semester, students work with a partner as they complete nine modules. All modules use a set format which allows students to adapt easily from one module to the next. Student activities are designed to develop, reinforce, and integrate reading, problem solving, and following directions. Practical applications of language arts, reading, math, science, and social studies are realized using the modular curriculum. Students become more responsible and accountable for their own education.

A transition takes place as the modular format is used. Through extreme organization, the teacher evolves into a facilitative role, directing student learning. Students adapt to the traditional teacher's new role as a facilitator quickly. Most students enjoy the freedom which encourages creative problem solving within a proactive environment. It is within this type of proactive environment a student develops the thinking skills that later will become a foundation skill as a competent worker in a high-performance workplace ("Learning a Living," 1992). Thinking skills such as the ability to reason, to think creatively, to make decisions, and to solve a problem will be enhanced by the facilitator in refocusing or redirecting a student's attention to the task at hand.

As students become more comfortable with the facilitator and the facilitating methods utilized in the classroom, they (as well as the facilitator) may have a tendency to revert to old behaviors. A common regression is for a student to ask the facilitator for the answer rather than discover it by oneself. When a student begins to ask vague, insignificant questions, how you as the facilitator choose to answer will soon determine the level of success facilitation has in the classroom.

The facilitator's role as coach, guide, and advisor (Schlechty, 1990) will more easily be maintained by using the method of answering a question with a question. Below are examples of dialogue that commonly occur during facilitated class time. These are merely examples to enrich anyone's facilitating style.

Student Question: "I don't get this."

Facilitator Response: "Did you ask your partner (or the other person they are working with)?"

Rationale: This response invites more dialogue between two individuals working together. It also allows both students to participate in the problem or activity. Cooperation and cooperative learning begins with "we."

Student Question: "I don't get this." (Again ask them if they have asked their partner.) If they ask, "We don't get this." some of the suggestions below may be useful.

Facilitator Response: "What is the problem?" "Show me what you think it is trying to tell you." "What do you think it means?" or "What do you think it is asking?"

Rationale: In any problem-solving model you use, one of the first steps is to restate the problem. Put the problem in your own words. By asking a student to do this, it clarifies the problem. Listen carefully to their responses. If they are not headed in the direction of successfully solving the problem, ask other questions that will direct them back to the issues asked in the problem.

Student Question: "We're/I'm lost! What are we/I supposed to do next?"

Facilitator Response: "Exactly where is it you became lost?" "Where were you when you began to feel lost?" or "Show me where you are."

Rationale: Guide the students back on track. Watch them physically/mentally step through the process then ask them if they feel they have made the right choices.

Student Question: "Are we/I doing this right?" (If they use "I," be sure to direct them to partner verification.)

Facilitator Response: "What part of the directions makes you think you are doing it wrong?"

Rationale: The student(s) may be searching for approval for what they have accomplished. Give feedback that focuses on their strengths and encourages them.

Student Question: "This is confusing. What do we/I do next?"

Facilitator Response: "What do you think you do next?" "Tell me what you think it will look like." Or "Can you sketch that for me?"

Rationale: Use mental imagery to provide focus. A description or sketch can clear up confusion and direct the student toward the solution.

Student Question: "Is this good enough?"

Facilitator Response: "What could be done to improve it?" "What outside resources did you use?" "What more could you discover if the due date was extended?" or "What other possibilities are there?"

Rationale: When students ask this question, I often find they have one of two hidden agendas. One may be quantity vs. quality vs. here it is. Is the problem understanding or is the student rushing through the work just to get it done? The other may be anxiety because of procrastination. Whichever it may be, encourage persistent focusing on the topic/problem and monitor the time needed for successful completion.

Student Question: (Insert just about any question here.)

Facilitator Response: Use "and . . . ?" Drag the answer out of them!

Rationale: The creative student can drag the answer out of you. Now you are able to drag the answer out of the student.

It is important to remember that not all questions can be answered with a question. The key is to listen carefully when students ask questions. The facilitator's role is to listen and guide. When you answer a student's questions, the following factors should be kept in mind.

- Speak in a language the student understands. If the information is new and the vocabulary is unfamiliar, ask the student to define key words.

- Walk away knowing the student understands. The technique of answering a question with a question is to enhance the student's learning experience not to discourage it. Sometimes you will need to provide the answer. Check for understanding by asking the student, "Did your question get answered?" or "Did I answer your question?"
- Listen closely to student's voice tone and watch nonverbal language as you assist each student. Many questions asked have no meaning at all. The student may be needing approval or assurance.
- Wait for a response. Wait through the uncomfortable silence period. Wait the same amount of time for both genders. Make it a habit to count to ten…slowly.
- After you have practiced asking a question with a question, begin to ask higher thinking level questions. Review Bloom's Taxonomy and develop a list of common words to interject into your questions. Ask them to describe, support, summarize, create, compile, clarify, or conclude.

Remember: Students respond to an environment that encourages proactive creative problem solving. The facilitative teacher's role is to coach, guide, and advise the students in testing and using their abilities to reason, think clearly, make decisions, and solve problems.

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Chapter 9

The Teacher As an Intellectual and Moral Guide

by Lynda Tredway

How can the inquiry method be used to stimulate interactive communication and investigation? Lynda Tredway demonstrates the art of guiding intellectual inquiry within the learning environment.

To facilitate is to make easy or easier. Like a midwife, a facilitative teacher eases the transition from childhood to young adulthood, playing a critical part in the birthing of the intellectual, creative, and moral spirit of children. The classroom teacher's visible role is complicated, requiring a facile nature that combines mental and interpersonal agility with unfailing good humor. Yet, this facility comes from something deeper that motivates each teacher to be unto students as s/he wants in return. Robert Fried describes such a teacher as passionate. In his book by the same name, the passionate teacher is one who has a "quality of caring about ideas and values, [a] fascination with the potential for growth within people, and depth and fervor about doing things well and striving for excellence" (Fried, 1995, p. 17).

These complex, but abiding teacher attributes come to bear dramatically in a Socratic seminar—a "set-aside" classroom event in which the facilities that teachers possess and model are focused on helping students discover, construct, and evaluate ideas. Thus, one important product of seminar participation is that students, involved in dialogue about issues and ideas, test and form an ethical code of thought and action. Both the content and the process of seminar participation demand that the teacher act as a moral and intellectual guide, supporting the Dewey notion that "the only freedom that is of enduring importance is freedom of intelligence, freedom of observation and of judgment exercised in behalf of purposes that are intrinsically worthwhile" (Dewey, 1938, p. 61).

The teacher's responsibility in a seminar, and in the many occasions for discourse that classrooms offer, is to facilitate thinking and conversation. Using the

classical form of Socratic questioning to help participants construct meaning, explore and test ideas, and come to an enlarged understanding of a text, students explore the "big questions" of life—responsibility, justice, or perfection, for example. The "Socratic teacher acts as a kindler and tender of the conversation, helping as the paradoxes vex too much, irritating with counter examples and potential inconsistencies as premature satisfaction sets in" (Perkins, 1992, p. 56). The text for seminar may be from a variety of sources—a piece of art or literature; a scientific, mathematical, or philosophical essay; an historical document; an equation; or a formula. The main requirement of the text is that it be something rich that could be read and reread, discussed, and rethought. The main requirement of the teacher-facilitator is that s/he help the participants—be they colleagues or students—to make meaning from thoughtful exchange. On the surface, the exchange is esoteric; however, in practice, it is quite the opposite.

The purpose of this chapter is to persuade the readers, most of whom are presumably teachers, that the role of teacher as facilitator is the centerpiece of teaching and that guided intellectual inquiry is the heart and soul of teaching and learning. While many of us genuinely believe this, we find it hard to make the leap into a different kind of teaching. Instead reform efforts are often reduced to teaching to mechanics and strategies rather than conveying a higher purpose: to study and extend the narrative of the nation (Postman, 1995).

All students, from pre-K through adult, who participate regularly in Socratic seminars learn mightily from a guided process in which their ideas are respected, challenged, developed, and matured. As the multiple messages conveyed through intellectual discourse and respectful interaction, the bread and butter of seminar life, spill over into the classroom environment, the students and the teacher witness a transformation. It is highly significant to me that I continue to encounter students whose faces light up as they tell me that seminar was the only time they got to think through their ideas completely and they were not cut off. It is within this protected time provided by seminars that students and teachers gain the confidence to change on a larger scale the way classrooms look and feel.

The Teacher As Active Intellectual Guide

Imagine yourself in this real scenario of classroom life. In an English class of McKinley High School juniors in Washington, D.C., the unit is the Harlem Renaissance. The paired texts, two paintings by William H. Johnson entitled "Street Life in Harlem" and "Café," were completed in 1939 and reflect the impact of the

Harlem Renaissance of the 1920s on African-American life. The seminar begins with an opening question. In this case, omitting the titles for the reproductions, the question was:

Which title or expression best gets at the meaning of both paintings?

- Stepping Out/Stepping Up
- Saturday Night at the Savoy
- La Vie C'est La Vie
- When Harlem Was In Vogue

Students and the teacher sit in a circle with name cards and begin in round-robin observations of the text "reading" the reproductions according to line, color, people and objects, and/or activity. Next each chooses a title, providing evidence from the text to support the ideas. Although students at first have strong ideas about why their choices are "right" and initially misinterpret the purpose of seminar as debate, they can engage in the conversation only if they paraphrase the input from the classmate who spoke previously and connect the ideas they put forth with prior ideas. Seminar promotes a different kind of interaction as students look at each other more frequently than the teacher, often ask for repetition or clarification as they suddenly are not quite sure what was said previously, and look for ways to accept parts of what is offered by classmates and negotiate their ideas.

The role of the teacher-facilitator in this process is not neutral; rather it is to actively guide, initially by choosing the seminar forum as the best way to model a learning community. The teacher selects the seminar text, develops the opening question, and directs the seminar with questions that urge students to consider the text and their ideas carefully. In the role of intellectual guide, the teacher asks students to stretch their minds, grapple with ideas and construct both analytical and personal meaning. In the art seminar detailed above, the facilitator pushes the students to examine the artistic evidence to support their choices, responding to probing questions such as: Why did the artist choose to construct the figures in the way he did? What does this contribute to the meaning of the painting? What universal or cultural themes is the artist communicating? African sculptural influences and fashionable attire are evident in the painter's choices and interpreting these contribute to a deeper grasp of cultural and historical significance of the author's statement as well as a personal meaning.

> [M]eaning involves its having some connection beyond these boundaries [of self]....To seek to give life meaning is to seek to transcend the limits of one's

> individual life....sometimes by advancing some larger aim that is beyond oneself, such as the cause of justice or truth or beauty (Nozick, 1989, p. 166-7).

The content of seminars helps students to analyze moral choices in the texts they read as well as to formulate a code of ethical action. In this process, the teacher eases the intellectual and emotional barriers that often obstruct learning but does not proselytize a set of particular beliefs. "Far from being doctrinaire, [the Socratic teacher wants] students to think critically, question convention, and discover for themselves how hard it is to live by what Anthony Burgess called a 'higher morality'" (Garvin, 1991, p. 275-286). It is from this platform that the teacher must follow the Dewey prescription of creating experiences that are valid and contiguous.

> The greater maturity of experience which should belong to the adult as educator puts him in a position to evaluate each experience of the young in a way in which the one having the less mature experience cannot do. It is then the business of the educator to see in what direction an experience is heading. There is no point in his being more mature if, instead of using his greater insight to help organize the conditions of the experience of the immature, he throws away his insight (Dewey, 1938, p. 38).

By validating the teacher's role as a guide, the result is that students who participate regularly in seminars begin to take themselves more seriously as thinkers and actors in the educational arena, rather than as mere recipients. They are no longer receptacles of information, á la the "banking theory" of Freire (1989, p.84), pouring information into an account, hoping that later society can collect the interest. Rather than passive, they are active managers of their intellectual portfolios.

The Nuts and Bolts of Seminar

The seminar, a 45-80 minute period held weekly or biweekly, begins with what is termed an opening question (OQ). "The OQ is based on a thoughtful text" (Roberts, 1995)—read by students prior to the discussion, or, if short, read aloud by the teacher-facilitator at the start of the seminar. The teacher often engages in preseminar coaching activities that ensure basic comprehension and activate inquiry. The purpose of the OQ is to stimulate discussion among participants, 25 or fewer, who make an informed choice and find evidence in the text to support their ideas. The opening question should tickle the fancy, providing an intellectual or personal tingle.

Adult seminars, at St. John's College for example, may open with a simple statement: "What did you find interesting/confusing/_____ in the text?" However, for students in elementary and secondary classrooms, I have found that an interesting question, which does not sound like the questions at the end of the chapter, sparks interest and leads to thinking. In developing opening questions over the years, I have catalogued from myself and colleagues templates for questions that are often useful models to fall back on. By spending time developing questions, I read and reread the text, analyze the ideas and prepare for seminars in a way that helps me prepare to be an intellectual guide. Like all teaching, preparation is essential because, once in the seminar, the interpersonal dynamics take over; careful grounding in the text frees up the seminar leader to guide the intellectual inquiry effectively.

In a seminar on James Baldwin's "A Talk to Teachers," a typical OQ format is: "In this essay, which term best characterizes Baldwin—moralist, provocateur, patriot, or revolutionary?" Quite naturally, this engages the participants in making a choice, perhaps adding a word to the list, and defining terms carefully. Patriot lends itself to intense scrutiny in this context while more subtle distinctions arise as we examine provocateur and revolutionary. One could start with a question like: "Think of a term that characterizes James Baldwin in this essay," but the discussion often drifts; too many choices are on the table; and it negates, to some degree, the idea that the teacher-facilitator, while not having the "answer," should be the person who has read the text thoroughly, and thought about the issues in order to act as the intellectual guide. The role of teacher in general and seminar leader in specific requires that the teacher pursue the role with a steadfast integrity, engaging in the hard work of discernment and acting openly on the choices that discernment implies (Carter, 1996).

At times, teachers say that offering choices limits the open-ended discussion; however, I believe that the attention to the opening question and providing choices instead offers students a cognitive hook. The opening question seasons the stew. From there, seminars generate other options or melding of ideas. The point is not to answer the question definitively but to provide a jump start, connecting the text to a set of ideas for exploration. I often use other sources—proverbs, sayings, adjectives, and nouns that are new vocabulary—constantly asking students to form analogies from one venue to another. One last point: the facilitator must not make up his/her mind about the question. The clear charge of the facilitator is to be open to the possibilities that have been laid out, and help participants to clarify the ideas in the text—building meaning, ferreting out inconsistencies, and coming to a deeper understanding of ideas.

Teacher As Moral Guide

We know ourselves as social selves
Parents and children, members of a people
Inheritors of a history and a culture that we must nurture
Through memory and hope.

(Bellah, Madsen, Sullivan, Swidler, & Tipton, 1992)

The teacher is a moral guide by example. We, as teachers and members of a society, want to help students have lives of integrity, interact respectfully with diverse people, and develop self-control so they will make responsible choices in life. "You cannot have a democratic—indeed, civilized—community life unless people have learned how to participate in a disciplined way as part of a group...[and] it takes many years of teaching these values in school before they are accepted and internalized" (Postman, 1995, p. 45-46). The process of seminar instructs participants in the "how-tos"—how to actively engage in conversation, how to accept or challenge the ideas of others, when and how to be open to changing one's mind, and how to show respect for a variety of opinions and why that is important (Garvin, 1991).

In her essay on patterns of participation, Julie Hertenstein (1991) says that students learn by their own participation and through others. So the objectives of a dialogue or discussion, in this case a more formal activity called a Socratic seminar, are both content and process driven. The teacher as facilitator does not agree directly with student contributions or immediately negate "wrong" answers. Instead the teacher-facilitator urges students to support their ideas using the text, helps the participants correct misstatements of fact, may interject key information that is vital to building understanding, and contends quite rightly that there are better-supported responses (Adler, 1977). No recipe exists; the facilitator gains finesse through practice. What is appropriate in one context may not work in the next.

For example, in a seminar using the short story, "The Crazy Iris" by Masuji Ibuse (1985), about the aftermath of the bombing of Hiroshima, the opening question asked graduate students to select one of four haikus that best applied to the story (Haas, 1994). When one participant misread the text and thought the main character to be a young man instead of elderly, that misconception was addressed. As simplistic as this may sound, when first approaching Socratic seminars, there is a misinterpretation that every statement is an opinion and, therefore, acceptable and negotiable. Allowing the discussion to accept every "I think" as valid is a

79

disservice to the discussion. Teachers who do not use their wisdom and knowledge undermine both the content and process, just as accepting any opinion fosters the notion that situational ethics are acceptable.

Building intellectual meaning and supporting intellectual integrity goes hand in hand with concentrating on process. The teacher-facilitator acts as a moral guide by modeling and coaching reasonable behavior in group dialogue. Since one tried and true seminar guideline is that students do not raise hands, they must develop a whole set of verbal and nonverbal skills that have typically not been nurtured in classrooms. While the meaning does not require consensus, digesting other ideas is essential, and participants must listen actively if they intend to take into account opinions besides their own. In early student seminars, which I term "training seminars," I use short texts so that we can practice process skills. The four training seminars build these skills: 1) paraphrasing or referring to previous responses, 2) "four" corners which encourage full involvement of all students, 3) asking questions, and 4) deferring or negotiating entry into the discussion.

Insisting on paraphrasing firmly inculcates the value that the opinions of others are valid. If students stop to listen and rephrase in their own words what they heard, then misunderstandings are often avoided. The teacher models by using a number of cues that students often parrot: "I heard you say_____. What do you mean by _____?" or "Tyrone said he believes that the artist chose that form of drawing because he wanted to exaggerate the features of the people in the painting. Why would he exaggerate those features, Ana?" Quite often a student is ready to speak and realizes s/he does not know what the previous speaker said. That requires that s/he stop, look directly at the person, and ask again. Then s/he paraphrases and moves on. This requires practice. Too much of classroom conversation, if it could even be termed that, has been teacher to student, student answer, teacher repeat, teacher to another student. None of this models in any way the idea that students should actually listen to classmates. Rather, students have become accustomed to responding to the teacher. At first, the change process is laborious. Students need reminders; their paraphrasing is stilted and tenuous. However, after practicing these new guidelines of dialogue, students become more facile at the arrangement, listening better, and connecting ideas more ably. One key is that the teacher, acting as a moral guide, models the behaviors and does not give up midstream because it seems cumbersome, being reminded from the teacher education literature that if often takes 8-10 tries before a teacher is comfortable with the newness.

"Four corners" and questioning refers to strategies that engage all participants and establishes an ethic that all ideas are valuable and that students participate in different ways—some slowly, even haltingly, and others quick on the draw. The term originated because I established "revolving four corners." Students were seated around a seminar table. The chairs were pulled back to make for ease of movement and students on the four corners had a discussion of the opening question for 2-3 minutes, then we rotated, and the next set of students in the four corners had the floor. All students were required to decide at the end the best ideas they heard expressed during the rotations. At the end, we "unpacked" the activity by talking about why it is important to have everyone's ideas, what different forms of participation there are, and writing about how each viewed themselves as a participant. Shor (1992) says that students can develop analytical, scientific, and democratic thinking only by active learning, rather than by being passive students who wait to be told what something means or what to do.

The objective of four corners and questioning is that all students become involved in the conversation as active participants and active listeners. While some students need encouragement to participate more, others learn to self-monitor because they tend to monopolize the conversation. An important component of encouraging full participation is getting the teacher and the students accustomed to "think time." Teachers consistently rush in to fill up quiet space, usually making the choice to leap in because of management concerns. Instead, opting for an ethic that allows for space, when the "wheels are turning" more slowly, establishes a different pace. For this reason, I may begin a seminar with dialogue duos or talking trios discussing the opening question, go to the students I recognize as less frequent participants and discuss their idea and ask to begin with that when the group reconvenes. This establishes credibility of their idea as well as allowing for a way to formulate it more slowly and more privately before trying it out on the group. I may use the "card stack" strategy from Kagan's cooperative learning structures (Kagan, 1989-90) that can be used in other classroom discussions using a card stack from which names are picked randomly to be the next respondent. Even if a student does not have a new idea, s/he can paraphrase what was said and redirect a question by asking a classmate: "What do you think of _____'s idea, _____?" I have also used a nerf ball which students pass if students are ready to direct the participation. In any case, the purpose is the same: to practice how we can increase active participation of all.

Deferring and its flip side, negotiating entry into the seminar, is a new skill for most students because teacher choice and hands in the air are the most typical

gates to classroom participation. Instead, we talk about what we could do if several people want to speak at once, which is often the case, and set up some ground rules. At times, the teacher-facilitator will, of course, act in that role and sequence student entry. Yet, students can learn to stop, look at each other, and decide the order of participation. In other cases, we have designated a referee for the day who takes on the role of making decisions about the sequence of speaking to the group. Introducing the term "defer" causes some students to say, "I defer to _____" as soon as several people speak and sets a rotation in motion. A rotation of 3-4 students is fine, but, if the seminar erupts with ideas competing for voice, I often stop the seminar, urge the students to assume duos or trios, restate the question or idea on the floor for discussion, and use this as a time to go to more reticent participants and get their ideas on the floor when the group resumes. In a training seminar, I may have a series of provocative ideas or phrases that I know will stimulate conversation. For example, use bumper sticker slogans like "practice random acts of kindness" or "question authority." When 3-4 people pipe up, we practice deferring and talking about how to do so. It is not automatic. This skill requires training and coaching but becomes a life skill worth cultivating.

As students complete the "training" seminars, they are not yet proficient at the kinds of interactions that are fostered in seminars and, for that matter, any classroom discussion. Yet, the reference point is established, and future seminars may include a coaching component on a specific conversation skill. At some point during a full year of weekly seminars, it is usually a good idea to raise the pole higher, asking students to assume more leadership roles. At that point, more formal training, used for adults in training to question Socratically, is appropriate; but for beginning, these training seminars should start the teacher-facilitator and the students on the right course. The seminar expectations, which constitute an ethical code of behaviors, begin to have other positive effects. A sixth grade teacher reports that, after nearly a year of regular seminars, hand-raising nearly disappeared for most classroom interactions, deferring gained currency as a mode of interaction, and more frequent student-to-student questioning resulted.

Reflection and Evaluation

These traits are hard won habits of mind, work, and heart
that are both natural and in some ways unnatural,
requiring cultivation—in other words, schooling.

(Meier, 1995)

82

Each seminar should be followed by a brief, but vital, reflection. In this time (5-15 minutes), the seminar is evaluated in terms of goals we have for participation. Data are collected by rotating observers who use a rubric that is often student-generated and tell us what the participation has been, and we set goals, both personal and group, for future seminars. So much of schooling, while purporting to the ideals of full participation, offers little practice in these objectives. Processing and change of habits take time, but the teacher, serving as the model and coach, can guide students to behaviors that establish and solidify group participation.

While these strategies do not provide a magic bullet, it is through conscious actions of the teacher, acting as a moral guide, that perceptible change can occur, supporting the long-term roles of schooling—effective participation in a democracy, preparation for work, and lifelong learning and interactions. None of these can occur unless these skills of human interaction are encouraged in schooling. Indeed, a seventh grader once told me that he was sure seminar would help him in his marriage because there were always disagreements, and he thought learning how to talk to a person better would help him talk to his wife.

Teacher evaluation of student participation is possible using a rubric regularly (perhaps monthly), and seminars can be one type of exhibition of student learning. Sullivan High School in Chicago recognizes seminar participation and an essay based on the discussion as a criteria for graduation. The Higher Literacies Project, described by Rexford Brown (1991) in *Schools of Thought*, offers a checklist for evaluation of high content/high participation classrooms which lends itself to evaluating seminars and Socratic classrooms. The rubrics respond to both content and process objectives. Connie Rieres, a teacher at Greenboro West Elementary School in Fairfax County, is helping her fifth and sixth grade students to generate the OQ for seminar based on student-designed rubrics and to evaluate their own participation in seminar.

Why We Do This

What the best and wisest parent wants for his child,
that must be the community want for all of its children.
Another ideal for our schools is narrow and unlovely;
acted upon it destroys our democracy.

(Dewey, 1990, p.7)

Teachers and students together who participate in seminars are discovering that the "high end of learning" is both enjoyable and energizing. Picture a class of seventh grade girls who have been tracked into a low ability group because of test scores and grades from elementary schools, violating everything we know about good schooling practice but still a common occurrence. They have participated in seminars for several months, including a full month of weekly seminars on art reproductions and another full month on Shakespearean sonnets. At times there was a frustration level because low reading comprehension abilities sometimes got in the way of deeper understanding.

Deciding they needed coaching on questioning each other, I used a set of African proverbs by designating trios: a questioner, respondent, observer. After modeling questioning Socratically using phrases or ideas from previous responses to form new questions, I coached students to form and use questions. It happened that the principal unexpectedly chose that day to observe and commented privately at the end of the class, "I had no idea these girls were this bright and could do this." They knew they did well while the principal was there, and the girls were proud of themselves. This was a turning point as they were able to use what they learned about questioning each other in subsequent seminars, and, in many cases, push themselves intellectually because they felt, perhaps for the first time, they were "smart."

I tell this story to emphasize that all children can learn and learn at a high level given the opportunity to have their ideas valued, to participate in occasions of conversation about ideas that require thinking, and to have a chance to read and think about texts that engage intellectual inquiry. By the end of the year, the girls were reading Zora Neale Hurston short stories and examining literary themes as well as making gains in the ways they treated each other. They were developing intellectual and personal identities as learners, thinkers, and participants. This is what we want for all children, and teachers, acting as facilitators of learning, have the ethical and intellectual responsibility to lead the vanguard. As Deborah Meier (1995) says in her persuasive book, *The Power of Their Ideas*, "[s]chooling is part child rearing. It's the place society formally expresses itself to young people on what matters" (p. 14). And one cornerstone of schooling on what matters is the intellectual and moral development of young people. It is our collective responsibility as intellectual and moral midwives to reestablish the group narrative that provides profound meanings to lessons (Postman, 1995). Not only do our

children depend on it, the very foundation of democratic tradition at this juncture in our history as a nation means that all children need to participate and know what to talk about and how to join the conversation in a way that supports the ideals of a free society.

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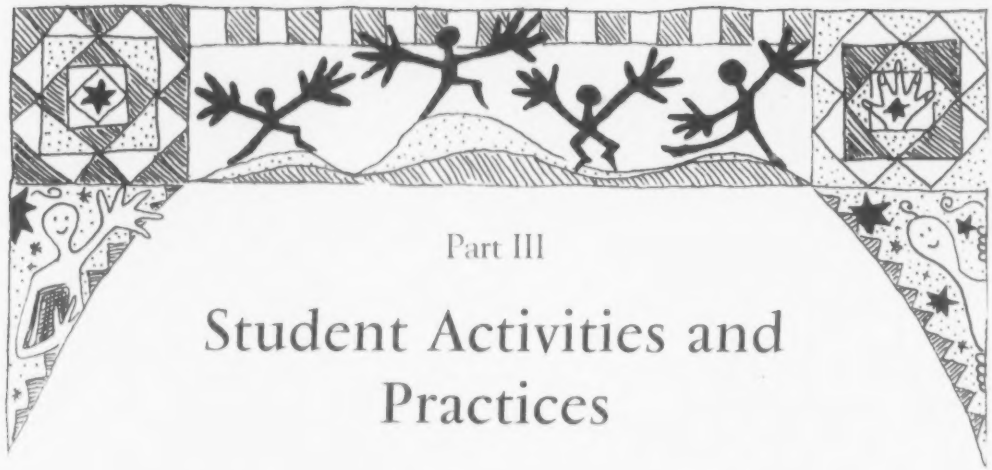

Part III

Student Activities and Practices

The facilitative teacher establishes a "special learning place" where students want to go. Planned activities reflect students' interests, commitment, and involvement. Students are accepted as developing young people capable of success. Each one is led to discover his own individual giftedness through projects, programs, and products.

Schlechty (1990) describes the following characteristics that would be seen in a classroom where the teacher is the facilitator of learning:

- Students can do what they are expected to do.
- Students are intrinsically motivated to do what is expected by the nature of the assigned work.
- Students persist with the task when they do not meet with immediate success.
- Students find sufficient satisfaction in the work or in the consequences of doing the work that they are motivated to pursue similar work in the future.
- The cumulative effect is that students learn things that are valued by society at large, by the community, by parents, by teachers, and *by the students.*

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Chapter 10

What a State We're In!

by Diane Sloan

Teachers of children in the early elementary grades can also use the Teacher as Facilitator Model. Like Diane Sloan, they can provide age-appropriate learning activities which promote their students' intrinsic motivation, persistence in the task, and satisfaction in the work.

My classroom is a whole language, literature-based environment wherein the students are immersed in real-life learning, with the use of real books across the curriculum through a variety of integrated themes. The day's work is student-centered and activity-driven which allows me to be a facilitator to the needs of the individuals as situations occur. A social studies unit called "What A State We're In!" is a specific example of how this theory is put into practice.

Students will take an imaginary trip to a U.S. state of their choice, and in their planning they will browse through catalogs, write shopping lists, and stay within a budget as they "pack suitcases" for this imaginary trip. They will check out the weather and find the mileage between specific places in their state. In addition, they are given the task of relaying what they have learned to me and a wider audience (in this case, an Open House/Travel Agency).

When I plan a unit, I use Gardner's Theory of Multiple Intelligences as a framework; i.e., I plug in extensions of learning into the intelligences model to ensure that I reach all the students. I also present information in a variety of ways for the same reason.

Because the unit is across the curriculum, I naturally plan extensions and activities that are verbal/linguistic and logical/mathematical. These activities are based on old skills that the students are comfortable with like journal writing and counting, and then continue to the targeted skills in a real-life way, like writing a travel log of their state journey and finding the number of miles traveled. Students almost always work together, helping one another solve problems. When the math gets tough, they are encouraged to use calculators to check their work.

Specific extensions of the unit fall more naturally into the other intelligences as the students prepare to share what they have learned.

Refer to the table below which shows how using activities based on Gardner's Eight Intelligences enables all students to use the intelligence(s) they do best to complete the unit. This type of model helps me use authentic assessment rather than more standardized testing to find out how much the students have learned.

Gardner's Eight Intelligences

Verbal/Linguistic
- Travel log journal
- Letters to states for free literature
- Write state games

Logical/Mathematical
- Suitcase math
- Weather graphs
- Menu math

Spatial
- Map reading
- Create small town map
- Illustrate travel log entries
- Design and create travel booth
- Solve puzzles

Musical
- Sing state songs
- Develop raps to memorize state capitals
- Listen to quiet background music while doing writing activities

Bodily/Kinesthetic
- Do a skit with creative movement
- Role-play
- Use sign language with songs

Interpersonal
- Work in groups
- Keep members on task

Intrapersonal
- Design a web page using an audio- or videotape
- Write a personal journal reflecting feelings about the study
- Keep a personal checklist for activities completed

Naturalist
- Make a botanical guide of local plants
- Show state flower, tree, bird on web site

Source: *Pocket Guide to Multiple Intelligences* (1998).

Literature is always the foundation for instruction. Before the unit begins, I pull fiction and nonfiction books, as well as picture books, puzzles, and games, to make the room rich with real-life information about states. Students are given time to browse freely with the materials, play the games, do the puzzles, get online to states in an information way so that they are somewhat familiar with my goals and expectations. Then I use a technique, which I call "Book Pass." The children sit in a circle in the reading center; each one has a book. They are instructed to page through the book for a minute, then pass it on to the person on the left. I say "pass" as a signal. I watch the students become engrossed in books they would not ordinarily pick up. I encourage comments during this "Book Pass" time because the comments make students eager to revisit the books at another time.

Specifically, I use Stephanie Tolan's *The Great Skinner Getaway* as a chapter book read-aloud to inspire writings for the travel log that the students keep during the imaginary trip to their chosen state. The picture books, *Stringbean's Trip to the Shining Sea* by Vera B. Williams and Jennifer Williams and *Your Best Friend Kate* by Pat Brisson, serve as wonderful examples of recording a vacation through postcards or letters.

One math extension is called "Suitcase Math." The students are required to pack small suitcases made out of paper with selections from catalogs. The students quietly interact helping one another find a camera, swim fins, hiking boots; whatever is appropriate for their state. The students are given the task of spending about $500 for 8-10 items. In order to do this they need to create a shopping list adding the prices as they go. Estimating is emphasized so that appropriate choices are made. As each item is packed (glued on a page to fit in the suitcase), they must subtract from the previous balance. They are free to help one another, and they always check their work with a calculator. The most important thing is that they are applying skills and problem solving in a real-life situation. As the students work, I am at the table helping individuals check their shopping lists and subtraction. This is the time I can informally assess individual understanding of the underlying concepts.

Another math activity enables students to use weather information to create line graphs of high and low temperatures in a city in their state. They take data from the newspaper and the computer. As students share their graphs, they notice trends; e.g., there has been a dip in temperature in all cities except Phoenix and Miami. The students refer to the U.S. map as they discuss why this might be.

Mapping is a very important skill that is taught in this unit. Each student has a U.S.A. map and a state map. They use it to find distances between locations using the scale provided on the map. Again this is estimation as they count by hundreds and round off. The students work in pairs and small groups to facilitate this task. An essential part of the learning is the comparisons being made between the states through discussion as they work. My task is to float among the groups helping as needed.

As you can see, although this unit is social studies, all parts of the curriculum are involved as students explore their state. The students will share what they have learned at an Open House/Travel Agency in whatever way suits their learning style. Some activities are required like a travel brochure they create in computer lab to hand out at the Open House; other activities allow for choices, like

an audio or video commercial about their state. Some students create a question/answer web page following the format of one found on the computer in the classroom. The main goal is for the students to create an interesting display that will attract visitors to their state booth.

The visitors ask wonderful questions and are impressed with how much the students have learned! Many parents have commented that they are ready to travel to a particular state and would like to have the student be the navigator. The students and I consider that comment to be an affirmation of a job well done.

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Chapter 11

Math for the Fun of it!

by Kathleen G. Elam

Kathleen Elam's elementary students take ownership of their learning. Math becomes fun because the children are intrinsically motivated, want to tackle even more difficult tasks, and consequently enjoy pushing themselves as they are learning.

From the times of the early Greek and Roman philosophers, mathematics was used as a discipline to develop thinking patterns in educated students. Through discussions and inquiry, students studied mathematical axioms, postulates, rules, structures, and constructs as a vehicle to expand their minds and train their metacognitive abilities.

Later, over time, the concept of "schooling" replaced the inquiry/discussion methods. The teaching of the "3R's" became the basic underpinning for education. The method for teaching mathematics came from one of two schools of thought:

- one based on rules of computation and arithmetic skills,
- and the other based on problem solving through a structured pattern.

Both approaches relied on the students' ability to process steps correctly to reach the same conclusion as the instructor or the answer key. Mathematics was a discipline taught for its skills, as well as its ability to organize the mind. Teachers taught that patterns of correct mathematical performance were sequenced, systematically presented, constricted to the format illustrated, and success depended on the ability to represent the modeled procedure and answer.

Centuries have passed since mathematics became one of the "3 R's," and we are still chained to the thoughts of the past. Usually how we were taught, we still teach.

Today, in the classroom, concrete manipulatives are used to remove the abstractness of the discipline. However, the complaint remains that the students can't perform well on paper and pencil evaluations either with or without the manipulatives. The use of hands-on manipulatives and long-term abilities do not automatically happen. Even in the computer labs, where mathematical programs, in a semi-concrete tutorial form, are selected by the teacher to simulate

and correct a student's deficient areas, there is trouble transferring and acquiring a lasting "sense for math."

As educators, we should remember these basic definitions of mathematics.

- It is a communication system containing an alphabet, figurative symbols, numerals, serial and cardinal order, equation signs, exponents, and operational signs.
- It has Latinized grammar: the algorithms of addition, subtraction, multiplication, and division.
- It has its own linguistics based on the properties of commutative, associative, distributive, and identity.
- It is dependent upon the learner acquiring meaning-experience relationships to make the abstract system concrete. (Ragan & Shepherd, 1982, p. 300).
- It is the vehicle to stimulate and develop divergent and convergent thinking abilities.

As mathematics educators, we build a student's abilities to analyze directly and indirectly, to process answers in an organized way, and to develop structured thought patterns. We train our students to choose reasonable answers and discuss and explain the procedures. Mathematics allows us to develop the students' minds and fill them with strategies that can be repeated over and over in new areas. Regardless of the students' level, grade, or "sense for math," basic number concepts and applications can be mastered. Because students must select the main idea and focus on the relevant rather than the irrelevant details, mathematical story problems build, teach, and strengthen both reading and language comprehension.

How do I facilitate the learning of mathematics in my elementary classroom? I look for opportunities to observe the students in action before they get to my class. I work with them and their families in parent involvement programs. I begin diagnosing their "sense for math" the first day they walk through the door.

During the first days of the new school year, I ascertain the students' interests. I learn what sports and foods they like, their favorite indoor and outdoor games, the city and state where they were born, family vacation places, and the address and phone numbers for family members and friends.

I build the mathematics curriculum:

- with a sense of the interests, abilities, and talents of the individual child and the entire group of students,
- with insights into their short- and long-term memories,

- with realistic connections and activities to transfer and hold the discipline,
- and from a base level diagnosed from the previous year's national norm-referenced testing.

I strive to make math relevant, memorable, and meaningful. I create and sustain "teachable moments."

What happens in our classroom to make mathematics fun? On the first day, I bring in a wrapped box filled with any number of items desirable to the students. Through the course of our start-up days, we measure and describe the exterior of the box. Then we discuss and guess the contents of the box. Every day the students add to their list and make educated hypotheses about the contents. They write stories explaining their guesses, read and rate the stories on a scale, graph commonalities, place alternate suggestions to the side, and delight in opening their first integrated mathematical problem (the box) by the end of the first week. By then, they are already looking at partners or teams who think as they do.

Just as they are looking, so am I. During this time, I introduce them to "Tag Team Matches" so that they can begin early explorations of group dynamics. Basic math facts are the tools of the first matches. Leaders are chosen, mixed teams or same group teams are tried, fact cards receive points based on difficulty, scorekeepers are named, and attitude limits are established. Pleasant math days, balanced with content and fun, start. Favorite food items begin to make an appearance. Shapes, quantities, quality, weights, prices, and time of day become a mathematical routine. Lunch count is charted daily by total amounts and individual breakdowns. These facts are written as fractions, decimals, and percents to illustrate math applications, forecast school choices, stimulate team building, and extend the idea of mathematics as transferable to any area. Each day in addition to building a new concept, a practice format is established for the material taught previously. Games mentioned by the students, seasonal sports, hobbies, and favorite books, songs, or movies are used to review math areas. Team cooperation and competition are used daily to increase interests, ensure everyone's participation, and practice lessons. There are oral and written, individual and group assessments based on performance, explanations of process, and completion of assignments. Even weekly checkpoints and chapter or cumulative reviews are individually done, team checked, and board illustrated by each team's representative so that all explanations and processes are seen and heard. It has been amazing how students have shined on explanations, content, skills, and hidden abilities because they developed pride, motivation, and self-worth from this curriculum design.

Throughout the course of our year, baseball played with floor tile bases; football played with a paper field, footballs, and a movable arrow; basketball played with Dr. Naismith's original wooden peach basket and various sized balls; and wrestling played with a floor tile mat become favorite math games and learning tools. In addition to gaining game points for correct answers, processes, and team dynamics, the student should have *fun learning math*. In most of the games, they also gather bonuses for knowing the whats, whys, and hows behind the computation or problem-solving situations. If someone demonstrates an alternative method to solving the same problem, extra team points are also awarded. Students use pictures, things, direct numerical representations, and communication skills to explain their work.

Through guiding and coaching them each day as they work, the students start looking for the math inside science, reading, social studies, and spelling on their own. They investigate mathematical patterns of thought in and out of the classroom. When we grew plants, we measured and charted the growth. Then we drew diagrams to landscape the grounds before we planted. In expository writing, we practiced following directions for a treasure hunt. The next day, we hid treasures and drew maps based on counting steps and geometric clues. In science, we had a schoolyard "geology dig-in" for certain rock sizes and compositions. Once the host rocks were found for our crystal growing, the students hunted for the heaviest and largest rock in the yard. They measured the rocks' weights and shapes to discover the winners. In social studies, we developed time lines for famous people. Then we studied Dr. Leakey and the purpose of fossils. The students transferred their time-line skills and knowledge to chart our artifacts. At the same time, we discussed and voted on three major math projects. Each project used the students' interests to work with younger children in an application level.

The first project was a Math Fair. We reviewed math content and practiced our reading and language skills. The Math Fair stimulated the students to learn whole number operations, measurement units, geometric shapes, and improve problem-solving skills. Their target audience was the five-year-old kindergarten classes and the first grade. For six weeks they planned, organized, researched, practiced, and prepared for their big event. When the day arrived, they were so successful they were asked by our principal to help others replicate their program.

Success motivated them to reach for the next experience. We decided to run a schoolwide Black History coloring contest. This really put our mathematical, language, and reading abilities to the test. We had over 500 students involved. The students selected leaders and co-leaders. We wrote invitations, selected the

coloring pages, devised the judging criteria, stayed after school to make them, counted and delivered the entries to each class, selected and ordered prizes which fit our school budget, collected the class entries on the date indicated, made checklists to be sure we had everyone, judged the entries, recorded the winners, and presented the awards to each class. The entire time, we practiced cooperative team dynamics and problem-solving strategies.

The final math project was the annual Science-Math Show completely taught by students. This show is held in early April to celebrate Technology Month and is usually visited by over 700 people. Students organize, plan, and teach the learning stations. We research our topics, experiment with methods and strategies to teach each grade level, and make all the materials we need for audiences. This year we taught "The Great Seed Mystery." We gathered different sized seeds, grew plants, rooted shrubbery, and planted bulbs. We used our math to measure and construct eco-pots, to mix soils, to count materials for the students and their teachers, to estimate how much space we needed for the station and the seeds, and how much time we needed for each team to teach the station. Participants included all students in our building, parents and friends, civic and community leaders, business and industry partners, student teachers from the local universities and colleges, and students from other school districts. Was the science-math event a success? When the fifth and sixth grade student teachers were asked to evaluate their program and make recommendations, all the student teachers stated the experience was excellent. Everyone's response was, "Do it again!"

Teaching "Math for the Fun of It" utilizes the educator's diagnostic abilities, the students' interests, and a facilitative process to teach mathematics as both a subject and philosophical discipline. The German philosopher and psychologist, Johann Herbart, taught that education should be adapted to the past experiences and present interests of the students. If a student lacks interest, learning will be a burden to him. School subjects should be correlated. The role of the teacher is to arouse interests, stimulate pupils, and provide new and real experiences for them (Ragan & Shepherd, 1982). Teaching mathematics as a subject is not enough. Students must achieve a "sense for math" and how it affects their lives. Students must recognize that mathematics is FUNdamental to learning how to think.

Reference

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Chapter 12

Music for Life

by Marilyn Kimbrell

Marilyn Kimbrell's music students become intrinsically motivated through facilitated activities that students love and try to do. Her students produce products valued by their peers, school, and community.

An outstanding teacher has a passion for teaching, is committed to students' intellectual development, and comes to the classroom with her own knowledge and skills developed and honed. It is a teacher's responsibility to guide children through a learning process that gives them the tools of knowledge and also the ability to build on that knowledge throughout life. The facilitative teacher must determine what makes the children's spirits soar, blossom, and find joy in learning and living.

Good teaching does not just happen; it requires effort, preparation, patience, subject knowledge, flexibility, and willingness to make changes to accommodate the students' abilities to understand. Recognizing different personalities, capabilities, and family environments of students, teachers should begin instruction on the varying levels at which students may attain success, but keep raising the levels within the students' capabilities, continually providing building blocks for the next step up. For me, the ultimate field for teaching is music.

In my classes, I try to impress upon my students that we are not worried about failure, but about the chances they miss if they do not even try. As Henry Ford said, "Failure is the opportunity to begin more intelligently." I do not let my students regard music classes as a play period or a "parking place" between other classes, although I do try to make music fun. If the students enjoy the lesson, teaching and learning can be unlimited. In my music classes, the major objective is not to develop professional musicians, although where there is talent, I must recognize it and encourage it to grow. My objective is to provide the children with an understanding of music and a knowledge of the mechanics of making music with their voices, their hands, and their body movements, both individually and as a group. I strive to give them a base from which they can progress to more intensified training of their talent or to a general appreciation of music they will encounter throughout life.

The music classroom can provide a comfortable environment in which children can be coaxed into participation. My classes help expand children's interrelations with others as they take part in group music activities, work together as a team in chorus, perform individually in talent contests, or join with representatives of other schools, as in districtwide Spring Sing or Singing Christmas Tree performances.

My music classes are not confined to the study of music. Through music, students also may learn history, reading, math, geography, and even science. Through music, students may develop the confidence to excel in other subjects when they realize their ability to excel in music activities. Even a person who cannot read can feel, experience, and enjoy music. Often schools find that most children change their whole attitude about school when they begin the study of music.

My classroom offers many opportunities for the children to work under my facilitative guidance. Our school performance days are based on the need for everyone to be able to stand up and make a presentation in front of peers. Letters are sent home to parents at the beginning of the year to explain the class expectations and goals. The letter stresses that everyone in the school's music program will plan and present a performance near the end of school. With nearly 700 children in grades one through five, a great deal of planning must go into this event.

Two or more months before the performances take place, I send another letter home for the parents and the child to complete together. On this form, the child will write down what type of performance will be presented, the music to be used, whether the performance will be alone or in a group, names of others in the group, and any other information I may need to know. The children return their performance plan sheet to an envelope I keep in each classroom. I consider each plan and approve it or request some changes be made. I then make a chart for each class listing when performances will take place and what each person will be doing.

Since some children do not feel comfortable performing musical selections, they are free to come up with other options. Many children do magic tricks, karate routines, puppets, monologues, gymnastics, jump rope routines, plays, comedy acts, and card tricks. What I am most interested in is that everyone plans and carries out a specific activity in front of the class. Many groups even make costumes.

The music room is made available both before and after school to the groups of children who need to practice but cannot meet to practice outside of school. Children are responsible for signing up and coming prepared to practice at their assigned time. Sometimes parents come with their children.

These schoolwide performances are held during our regular class time. It usually takes us two periods to complete all of the entries for each classroom. At the end of all of the performances, I select the best fourth and fifth grade presentations to be showcased in our school talent show. This talent show is considered a very prestigious event. We stage it during the school day so all of our third, fourth, and fifth graders can watch. Many of the students receive recognition for the first time for a job well done as they demonstrate their talents. This is a great boost for their self-esteem.

Several fifth grade students who are not performing in the talent show are in charge of it. Two students act as emcees and two or three are stage managers. The emcees announce the acts and set up the microphones. The stage managers help prepare for the day's presentations, move equipment during the show, and prepare the cafeteria for lunch after the show is over.

In the past, the talent show has been judged by knowledgeable persons outside the school. A winner is selected from each of three categories—solo, group, and instrumental. Each winner receives a trophy. After those are named, the fourth grade act with the next highest points is named the class blue ribbon winner. Also a fifth grade blue ribbon winner is named this way.

A second activity which allows me to act as facilitator, and also teach more than music, is writing new lyrics to songs we know. At Halloween, the older students enjoy doing this. This year my students also wrote and recorded a thank you song for our business partner, expressing gratitude for all of the things the business did for Red Ribbon Week. To honor our school's Teacher of the Year, all of my third, fourth, and fifth grade classes wrote and recorded songs about her. One child wrote down our lyrics and the other children signed their class sheet. We laminated the pages and presented them to our Teacher of the Year in her own book. When the occasion arises, the students write a birthday song for their classroom teacher on her birthday. As part of our gift to our principal, who recently retired, my classes wrote and recorded songs about her. We laminated the lyric pages and presented her with her own music book about how much she would be missed.

To produce these compositions, the class must first decide what music they would like to use. While it is not necessary for the students to use familiar music, it makes the process much easier for small children. Most of the new CDs which accompany the state-approved music series are recorded on a dual track allowing the vocal music to be separated from the accompaniment which gives a much

more polished product using our own children's voices. As children suggest songs we have learned to which they would like to write new words, the titles are written on the board. This way everyone's suggestion can be recognized as a possibility before we vote. As the facilitator, I make general comments about the suggested songs which need to be considered. For example, the song may be too long to complete our words for it in one session, and we may have only a limited amount of time to work on it. Since the ultimate goal is for the children to be successful, it is important that guidance is offered but not dictated.

After the music has been chosen we review the real lyrics. As a class, the students locate rhyming words, look for phrasing, count the number of syllables in the text, and plan out how many verses they want to write. Although we usually write special occasion songs, the students may write about any subject they are studying in class to reinforce learning. Once the topic is decided, the first line is the hardest part. Since some classes are more creative than others, they may need some guidance to get started.

Every child's contribution must be treated as important. As the facilitator, it is my responsibility to not let anyone feel threatened for making a "dumb" suggestion. There are no "dumb" suggestions; some just work better than others. Even if a suggestion is not used, it may act as a catalyst to someone else and help accomplish the desired goal. In one of the songs to our principal, the children wanted to sing about her being fair and the only thing they could rhyme with it was to sing "Mrs. Utsey has curly hair." That line was one of Mrs. Utsey's favorites!

After we finish our words, we review them to determine if they are singable. Even though we use the basic syllable pattern, rhythm, accent, and time values enter into the adaptability of the words. We may need two eighth notes instead of a quarter to make the words flow.

When the class is satisfied with the lyrics, we practice them with the music and then record our product. One child serves as our announcer telling the name of the song and which class wrote and recorded it. Another child is responsible for running the tape player. As a class, the students review their recorded song and discuss any corrections that may be needed. After practicing these changes, we record the music again.

To integrate reading and music with art, each class illustrates a song and publishes a class songbook during the year. Each child illustrates a page on which some of the lyrics are written. The pages are laminated and bound together to make a big book. We record the songs, sounding a bell at the end of each page so

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nonreaders will know when to turn the page. These books and tapes are placed in the library and may be checked out for use in other classrooms.

To make class songbooks, the facilitator must decide how many pages are needed to illustrate a song. For example, before beginning a holiday song like "Rudolph, the Red-Nosed Reindeer" with a first or second grade class, we would decide if each student could do a page by himself or if some would need to work with a partner. To illustrate a song, a cover page and a title page are needed as well as pages on which everyone works. Children request the words they would like to illustrate. These words are typed in large letters and secured with glue to a corner of a large piece of construction paper. If a child is having trouble drawing his picture, I ask a creative student to come and assist. As the facilitator, I try to offer suggestions only if asked. When a child finishes, I ask him to go find someone who needs help.

When the books are bound, we are ready to record our music. I find it usually works best for me to play the bell signaling when to turn a page. One child sits on the floor in front of the class and is responsible for turning the pages of our book. While the class sings, the bell is sounded signaling when to turn the page. If the bell is near the recorder, it needs to be played softly. These completed songbooks are placed in the library for classroom teachers to check out and use in their room. This is great for the younger children. Since the holiday songs are the ones that are familiar to them, they are more likely to sing along. The pictures illustrate the words so even children who cannot read the text can sing along. Even younger children are able to read and enjoy these books and their accompanying tapes independently in learning centers in their own classroom.

The things the children remember best are ones they learned when they had an active part in the lesson. Learning reinforcements provided by these activities and teamwork strengthen not only the students' musical knowledge, but also their confidence, their creativity, and their sense of responsibility. These musical experiences help make students ready for better production in future learning, in classroom experiences, and even in life situations.

Chapter 13

Science Empowerment Through Creative Facilitation

by Michael Hughes

Cultivate your students' natural curiosity. Michael Hughes uses a facilitative model that enables you to involve, excite, challenge, and motivate your students so that they can participate in the "science adventure."

Science. This one word alone can be extremely frightening to an uncountable number of people spanning virtually every sector of life. *Teaching science*. Even this simple phrase can give a vast majority of professional educators a sense of insecurity and anxiety. For many teachers, it is the idea of providing instruction within the domain of the explainable known and the unexplainable and undiscovered that is frightening. Considering all the areas that science itself encompasses, becoming proficient in just one area can be simply overwhelming. Also, keep in mind that many students are extremely unsure of their ability to perform well in science. The coupling of both teacher and student insecurity creates a barrier of frustration that can inhibit successful learning in science.

So what is the secret? How can teachers confidently educate their students with the best methods of science instruction possible? How can proper instruction occur when the fields of science, within themselves, are extremely progressive? Simply put, how can you teach science to your students? The answer does not revolve around the pure ability of your students. It does not hinge on the proficiency of a teacher in all areas of science. The answer does not lie in *teaching science to students*. The solution is firmly rooted in the understanding of *teaching your students science*. Notice and try to understand the true difference between these two statements. In order to solicit a true model for successful science instruction, a personal philosophy of education must first be addressed.

101

The Driving Force—Students Come First

It is no secret that the societal pressures placed on children are greater now than in any other time in history. It is more likely for the majority of students to be concerned with street and peer pressures rather than those that accompany positive academic performance. Dealing with the problems and backgrounds—social, racial, economic, personal beliefs, home life—that individual students bring into the learning environment on a daily basis should not be viewed as a "death sentence" by educators. Instead, we must acknowledge the true differences between students and see each class period as a personal challenge to model appropriate steps for survival in a diverse society.

Students are people. They are just physically smaller and less experienced in life than most adults. Students face challenges, make tough decisions, fall short of standards, exceed expectations, impress, disappoint, and face all of the fantastic perils that will shape their desire and personal character as adults. Perhaps the most fascinating thing about young scholars is that they possess minds that have the incredible capacity to learn. It is simply *what* these young minds learn that is of concern to an educator. It must also be taken into consideration that the method(s) a teacher chooses to use in addressing *how* their students learn is an important responsibility.

By placing the student before the subject ("teaching your students science"), educators immediately establish value in the personal growth and development of their students. This will encourage students to achieve long-term success in any academic discipline. This initial emphasis subtly displays teacher confidence in the student's ability to be successful when encountering life's challenges. By removing barriers and placing value in whatever ability students possess, educators nurture a mutual respect as students continue to deal with the pressures, problems, and emotions of simply maturing. In turn, this enables the student to utilize life skills that are applicable to solving the often complex dilemmas in science through the use of holistic problem solving. It has been my experience that students do not abuse this value and respect by trying to con their way around science material. In fact, it has actually caused a self-imposed pressure on the part of students as they challenge themselves to excel and not disappoint. It is simply children's nature to want to impress those who have a caring investment in them.

Do not misunderstand the message. It is imperative that educators maintain the strong obligation to make sure that their students become proficient in

science. We should demand it from ourselves. It is immeasurable how important it is that students learn the specific skills and content knowledge found in science. Teachers are paid a salary to make it a primary objective that they do their best to provide for proper student achievement. It is, however, more inspiring to realize that students are capable of taking responsibility for their own mastery of the subject. Once this occurs, it no longer becomes the sole burden of the educator to provide instruction, but a partnership in performance as together students and teachers embark on an incredible adventure of self-enlightenment and growth in science and life.

You Need to Know What They Know

Each new science adventure should begin with the teacher establishing students' prior knowledge of the subject material. Based on schema theory, it is counterproductive to continue teaching information of which a student already has a good grasp. However, this is not to say that some review is unnecessary. As often found in the teaching of science, there can be several interpretations of various information. This holds true throughout the entire science community. Therefore, it is imperative that students are in line with the educator's train of thought on the particular material. It is the educator's responsibility to make sure of this. Student comprehension of related information is important as well. Related knowledge predominantly serves as building blocks for the understanding and relation of new material and its application to the real world. When assessing students' prior knowledge of material, it is very important to generate excitement and interest as well.

There are a variety of ways to assess students' prior understanding of subject material and related information. The most common method is to give a pretest to the class. Pretests are easy to administer. They are not time consuming and are generally easy to evaluate. When deciding to use a pretest, educators should make sure that they are allowing for students to express their understanding of how science material can build upon itself.

More creative approaches to assessing prior knowledge gain immediate attention and allow the students a channel to begin taking responsibility for their own understanding. Through concentrated effort, or with the help of some very good literature available, a teacher can find an "attention grabber" demonstration to provide a focus for the students. Such activities, with a little thought, are feasible for practically every area found in science.

To gain student interest, a teacher may perform an experiment that highlights the science skills that students will gain through the course of study. These demonstrations need to encourage students to be inquisitive about what is taking place. What their students already understand of the subject can be ascertained by listening to comments and answering questions. Good demonstrations support the expertise of teachers and give credibility to the information that will be shared. Even if students have a good grasp of the material, properly carried out and exciting demonstrations can encourage students to want to learn more.

Many educators use guest speakers as a source of expertise. Guest speakers usually come during the middle or end of the unit; however, many educators do not realize that guest speakers can be great introductory pieces at the beginning of a unit. They can gain student interest, provide a real-life example of application, and generate questions that sometimes the teacher would be unable to incite.

The same holds true for field studies. A carefully chosen and planned field experience at the beginning of a unit will give students an idea of the upcoming course of study, generate classroom interest, and also inspire students to explore more about the subject on their own. Teachers can then use the examples of what the students observed during the experience to answer questions and to make valuable points. This is in contrast to having a field study at the end of a unit where students often simply view what they've been taught. By seeing how information is made applicable early within the unit, students will be able to use process skills to relate what they're learning to what they've already observed. Not only is the teacher assessing prior knowledge, but he is establishing and building on prior and related knowledge that will be more valuable as students make the science connections.

There are certainly other ways to assess prior knowledge. Among others, general questioning, group or classroom discussions, journal entries, current events, and preliminary topic research are all utilized methods. Teachers should be willing to try a number of approaches so that they may 1) determine what works best for each class, 2) address different learning styles, and 3) expose students to different methods so that they are prepared and feel comfortable when encountering them in the future.

After receiving information about the students' prior knowledge, it may be necessary for the teacher to modify and adjust the lessons and teaching strategy. This is very important. Teachers should not be scared of changing things around to accommodate their students' best learning approaches. Too many teachers are

stuck on teaching one thing one way only. It is understandable that some lessons must be taught a certain way. It is also understandable that teachers may teach a lesson in a certain style so as to expose their students to a particular method. That is fine. It only becomes a problem when teachers maintain a method simply because it is easiest for them. This ignores the concept of knowing your students, their abilities, and providing for their best interests. Teachers should be aware whether they are working to simply just get through each class period or working hard to get "through" to each student.

Student-Owned Approaches to Learning

The methodologies for actually providing science instruction vary from teacher to teacher and unit to unit. Most techniques can be justified and do have a place in the classroom. However, creative, hands-on, student-owned approaches are more successful in encouraging lifelong learning. This is why students must be *actively* involved in the learning process so they will grow to want to stimulate themselves. Teachers should encourage, and facilitate through their teaching styles, the idea that students need to create the wonder and fun for themselves—not always having it provided for them. Once students take full responsibility for their own learning, they'll want to make it fun. Students do not want to do something that is downright boring. However, there will be times in school when they'll be required to complete something monotonous. If students possess the desire to make something interesting for themselves, then they'll succeed in the project and have self-inspired fun in the process. This self-inspiring ability then becomes a tool for the educator to use in an effort to achieve many wonderful things in the science classroom.

Some of the greatest comments to hear students say are remarks like "WOW!", "OOH!", "AHH!", and the best one of all—"GROSS!". Hearing words like these from students really signifies that the classroom teacher may be the first person to expose a student to something new. Teachers can feel the excitement, anticipation, and interest in their students' voices. Even student timidness about a new subject can be refreshing because it provides the teachers with the opportunity to help a student open new doors. It is an incredible power to be able to share things with children for the first time. Teachers have the opportunity to incite excitement and interest in things that students often think they would never investigate or try to understand—especially in science.

When developing hands-on learning methods for students, teachers should be aware that students will want to explore and create. This is a fantastic experience as it allows students to take responsibility for their own learning. A teacher may establish specific requirements that must be met during the assignment, but should also strongly encourage students to branch out, find, and pursue personal challenges. This idea allows the student to demonstrate subject mastery and allows for individual creative expression. It was Albert Einstein, one of the most heralded science minds of all, who commented that "Imagination is more important than knowledge." The facilitation of discovery is more successful in creating excitement in science learning. It also influences students to challenge themselves, explore new ideas, take manageable risks, apply relative knowledge, and take responsibility for their own learning.

It is important to understand that, in science, facilitation is not a method by which students should simply pass or fail based solely on their regurgitation of facts. Teachers should formulate for their classroom how much content mastery (extremely important) will weigh into the grading. Then include the formulated weight of true student effort, increased critical thinking ability, creativity, and the overall progression of the student in taking more initiative and responsibility (vitally important) for their own success. Within the facilitative method, there must be components that address these and other skills that are imperative for students' academic and creative development. This development must place emphasis on both mastery and self-growth of the student when confronted with challenging concepts, problems, projects, and material. Not many students simply like to be told everything. It is children's desire to want to explore and discover for themselves—even if it risks making a mistake. Teachers should anticipate student errors and act as a resource to help them solve the problem on their own.

We have always been told that we should learn from our mistakes. It is one of the best ways to increase personal knowledge and ability. Therefore, teachers should realize that providing opportunities for students to make and learn from their mistakes is a valuable teaching tool. It is not a poor reflection on the teacher if a student takes a measurable risk and subsequently falls short of the standard. If the teacher reacts negatively, then students can be deterred from challenging themselves in the future and trying even harder to achieve success. If a teacher, based on formulated weight ratio, still needs to assign a "bad" grade to the student, that's perfectly acceptable. Students should know from the start that they must, and will, be held accountable. However, a teacher who assigns a poor grade, but reacts

positively, can still be an inspirational factor in encouraging students to figure things out and try even harder in the future. In fact, it may even be good for every student to encounter this predicament. Situations like these help establish that students must give maximum effort, learn and grow from their mistakes, and that teachers are supportive of them in their fight to surpass academic and personal standards. Remember the caring investment that the teacher made up front will encourage the student towards achievement.

A Facilitative Model for Teaching Students Science

One particular facilitative approach that I use in my classroom is designed to 1) achieve student mastery of the material, 2) stimulate student interest in science, and 3) serve as a comprehensible model of instruction that will be used during future areas of study. Not only can students master the material, but hopefully they will master the model. Successful mastery of the model will provide students a facilitated approach that encourages and allows them to become independently guided during future projects and academic courses, as well as through the complex challenges of life. A graphic organizer of the model is presented here as well as an example of a lesson.

Step	Description
I. Prior Knowledge	The teacher attempts to determine what understanding the student has of specific and related material in conjunction with the unit of study.
II. Basic Instruction	The teacher chooses a method and provides foundation information that will be necessary for the student to be successful during assessment.
III. Hands-on Instruction	The teacher chooses an exciting method to allow the student to explore and attempt proficiency in the subject material while enhancing creative and critical thinking skills.
IV. Student Presentations	The student demonstrates subject mastery while addressing on-the-spot questions from peers and teacher.
V. Assessment	The teacher assesses student mastery of specific content and progression through facilitated instruction and then assigns a grade value based on course guidelines.

When designing facilitative models in science, teachers should take into account the ability of their students, the methods and materials to be utilized, the necessary time to complete the unit, and the eventual student-mastery level desired. Also, teachers should not be surprised when students bring additional concepts, questions, and interests from other areas of science into the classroom. Students who diligently work to complete projects often discover additional interesting information that is related to the topic of study. They are eager to share and are encouraged to learn even more. It is the teacher's duty to inspire continued learning and to encourage the sharing of new ideas and questions. Students will learn value through their perseverance and commitment as they offer new information and excitement to their own classroom science community. Teachers should consider letting students suggest science topics to study. This allowance will help pique student interest and help keep the teacher sharp as well. Pursuing student suggestions aids in placing value on their opinions and shows increased relevancy to the topics about which students are interested and concerned. Students respond positively when they observe their suggestions being put into practice. Furthermore, it provides greater opportunities for the student to take hold of their own learning and feel confident in being an equal partner in the understanding, discovery, and enhancement of the science adventure.

Sample Lesson

Lesson Title: Introduction to Animal Studies

Study Duration: 7 days

I. Prior Knowledge.

In order to assess student prior knowledge, a teacher, parent, or representative from a local zoo or pet store will bring in one or two exotic animals to show the class. From this session, the teacher will gain a basic knowledge of what students understand about the terms ecology, community, organism, species, environment, domesticated, nondomesticated, habitat, needs, adaptations, population, preservation, and extinction. Students will also be assessed for their understanding of the relationship between all organisms within a community and their need to rely on one another for survival. Related information centered around the relations of animals, needs, environments, and the translation to the problems of maintaining an ecological system will be considered.

II. Basic Instruction.

Students, in teams, will search through the dictionary to find appropriate

meanings of terms for which they are responsible during assessment. Once each member has defined all words, the teams will be required to learn and say one definition in unison without the aid of notes. This is challenging yet fun for the students to do. As they realize how difficult it is to recite in unison, they learn the definition by saying it over and over. They will display that they understand the definition and have not simply memorized it in future instruction. Questions about each term are addressed and students are encouraged to bring in daily examples to share with the class for illustrative purposes.

III. Hands-on Instruction.

(Part A) Students will research one unfamiliar animal of their liking. Students must use at least two sources to find information about the animal that relates to the terminology covered in class for assessment. Students will write a one-page description of the information they discovered. Highly interesting information (additional to what is required) will receive extra credit. Research skills and concept understanding will be utilized.

(Part B) Students will form teams of animal scientists. Each team will be invited to a scientific conference for an "Animal Exposition." The purpose of the exposition is for teams to present information about a new species of animal that they've discovered. Before teams can introduce their animal, they must first create a three-dimensional model of the organism, derive characteristics of the animal based on the terminology covered in class, and develop a professional presentation for the rest of the class. They may use charts, graphs, overheads, etc. to help demonstrate their information. The animal can live anywhere the students desire; and as long as the basic information can be explained, the animal should be as creative and fun to discover as possible. All team members should have a thorough understanding of their organism because of questioning from the science community. If there are misunderstandings of basic knowledge between team members during questioning, individual grades may suffer.

IV. Student Presentations.

Scientist teams present their discovery to the other teams attending the exposition. All information is presented before there are any questions. Students know that it is the nature of one scientist to try to disprove the findings of another. This is how many science "shams" are exposed. Therefore, only questions that correspond to classroom material and how that material relates to the new discovery are allowed. Because of this, it is customary that

students' questions are well thought out and challenging. Difficult, spontaneous questions require team members to possess a mastery of the material, think quickly on their feet, work together for acceptable responses, and provide validity to their findings through acceptable answers. Student teams are generally so proud of their hard work in preparation for the exposition that they do not want to disappoint themselves while in front of the class. This serves as a motivational tool for individual students.

V. Assessment.

Students are assessed based on 1) definitions at beginning of unit, 2) use of time during research, 3) research product, 4) participation with science team in preparation for "Animal Exposition," 5) presentation of knowledge during exposition, and 6) score on a written test covering the required unit information.

***Other topics good for this model: plants, planets, and bacteria.*

Conclusion

Science. This one word alone can be the start to a wonderful journey for young minds as they take an active role in the discovery of the wonders of life and the principles that shape our daily existence. Fear becomes fortune as students develop the skills that shape their personal being and aid in their understanding of the problems of a diverse society. *Teaching science*. This simple phrase can provide a teacher with the fantastic challenge to encourage students to fill their minds with positive ideas and skills that translate well beyond the classroom. Teachers have the chance to be a part of the incredible self-growth process of a young mind as students inquire, explore, and discover the challenging avenues of knowledge in science. Teachers should relish the opportunity to be a supportive guide for students as they navigate through the uncharted paths of life.

Chapter 14

Writing for a Real Audience

by Janet T. Atkins

Janet Atkins creates a classroom environment rich in language arts activities that motivate the students to grow, mature, and act through discussions, introspections, and collaborative interactions with peers, the community, and society at large.

Once upon a time there was a classroom, and in that classroom there was a teacher who had a question. She wanted to know what would happen if her rural students had the opportunity to talk with students of different cultural traditions from communities located in different parts of the country about a text they had read in common. In other words, could students from a diversity of classrooms across grade levels with all levels of ability have a meaningful conversation about a novel? If so, what kinds of conversations would emerge, and how should or could teachers and students collaborate on a project of this nature? What developed was a project using telecommunications and on-line collaboration.

Since one of my strongest educational philosophies is that students learn best by doing, I was deeply interested in how computers, and particularly telecommunications, would affect the dynamics of our classroom. I decided to explore the integration of writing and technology using our computers and e-mail. Also, I decided to focus on issues of Native American land suits in relation to American literature because this is a major part of our sophomore honors curriculum.

During this experience, I disappeared as a teacher and become a co-learner. This stance is the essence of collaboration. When I wrote to my students (and those in the other classrooms), I wrote as a person who had some experience and knowledge, but not as a traditional teacher responding to a student essay.

The classroom environment that supported this project included many of the interesting ideas that I picked up at the Bread Loaf School of English in Vermont. Among these ideas were the use of a class book, free writes, double entry journals, and reader responses. The class book, a nondescript three ring binder, sat on a shelf near the front of the room. I asked students to submit writing samples from time to time, and the book was available for their perusal and response. I tried to respond to all of their writing even if it was only a sentence or two. The idea of

collaboration was also important because I did not know much about the issues. My writing really became the writing of a co-learner responding to what we were discovering together. I wrote to my students as a person who gained knowledge from experience instead of an all-knowing teacher responding to essay problems. The class book was a useful tool in creating a genuine dialogue for my students and myself.

When we added the dimension of e-mail, our collaboration grew beyond the four walls of our classroom. Using BreadNet for this project had advantages over other networks. BreadNet has a limited number of users, and the Network is set up to serve English classrooms and others who collaborate with them. The electronic network consists of conferences, a group of two to seven teachers, and their students who work together on a particular topic. The conference usually has a moderator who organizes the time sequence of the conference and keeps discussion going.

Teacher Collaboration

This particular project was initiated by an eighth grade teacher in Pahoa, Hawaii. His call on-line came in the early spring, and he wanted to collaborate on the novel *I Heard the Owl Call My Name*. Since I had been emphasizing Native American literature and Native American issues most of the year in my tenth grade honors class, joining up with his students seemed like an appropriate way to culminate our work. Since he taught many Native Hawaiians, he was interested in what my tenth graders had uncovered about land claim issues, which was the research base of their year-long project. My interest was much more personal since I have Cherokee ancestors on my mother's side of the family.

When we finally collaborated in the spring, my class turned out to be the only one with no Native Americans in it. All of the other classes had members from native tribes in them. The appropriateness of the subject for this class, however, has already been suggested since our studies of American literature had a multicultural approach. Moreover, we live in an area still tormented by racial tensions, and studying Native Americans turned out to be one way to deal with racial issues without pointing fingers or making anyone uncomfortable.

After he put out his call for participation, three other teachers signed on from Talkeneeta and Brevig Mission, Alaska, and Staten Island, New York. We divided the novel into five sections, with the assignment of four chapters to each classroom for reflection and response. An on-line planning folder for teachers' notes

and queries would also be created on the screen. We discussed such items as what topical issues might develop, how to keep the work student driven, and whether to invite a community elder to come into the classroom to discuss issues raised by the reading of the novel.

Student Bonding

Before we began our actual conversation about the text, each classroom was responsible for submitting a brief description of the geographical region where they lived. From the onset of the project, the writers' use of language was impressive. For example, from Alaska one student wrote, "The magnificent beauty is unrivaled. From the Talkeneeta/Trapper Creek area, you can see Denali on any clear day in all its splendor. Hundreds of people come each year to climb this mountain. Many, however, do not make it to the top. When you look at it, it seems to be a white wall of beauty. I climbed the mountain, and it was one of the best experiences in my life. From the glare of the blistering sun on the blue ice, from the little tornadoes of crystal flakes blowing over the powdery snow. It's just one of the little, yet enormous beauties of our state."

The introduction from the Puna District where Pahoa High School is located read as follows: "In our community, there are mostly people with Hawaiian blood, but there are Portuguese, African-Americans, Asians, and Caucasians also. So our community is mixed with people of different races. A big reason for this is because years ago the area contained a large sugar plantation and lumber mill and people from other countries came here for employment. Puna has lots of extremely large Banyan and Ohia trees. Also, this area is known for its orchids. There are many small orchid farms around us. Puna has dangerously rough yet beautiful coastlines, but almost no beaches that are good to swim in. Our beaches are mostly tide pools and boat ramps. Sometimes, when the tide comes in, they are polluted."

My own class wrote a description that seemed to come right out of a Chamber of Commerce brochure: "From the scenic byways where history lingers to beckoning new frontiers, the wonderful 'southern folk' of Hampton County, South Carolina, are known for their rich heritage and southern hospitality. In the spring, which comes early in March, the countryside is bathed in a glory of color; the lavender of wisteria, hot pink azaleas, and pristine white of the dogwoods beckon you to celebrate a new beginning. Summer is a taster's choice of fresh tomatoes, lush watermelons, juicy peaches, and crisp cucumbers—all locally grown. Hunt-

ing and fishing are at their best with the coming of fall. Wildlife abounds, and the changing colors of the trees reflected in our black water streams add to making Hampton County a sportsman's paradise. Winters are mild and glorious, enhancing outdoor sports, hiking, boating, and cycling. Scenic rural roads abound with beautiful camellias, live oaks bearded with Spanish moss, stately cypress trees, and our beautiful palmettos. The first Hampton County residents were Native American Indians. Their one-time presence is still evident from the interesting names of our rivers—the Salkehatchie, the Combahee, and the Coosawhatchie—and by the pottery shards or arrowheads that are discovered throughout the county. Hampton County is culturally active. There are museums, libraries, and an active arts council, little theater, and choral society. 'Y'all Come!'" All of these selections are sophisticated, interesting, prose descriptions of areas these students do know well.

Finally, we were ready to discuss the novel. Each class was to read four chapters a week, and the class assigned to be in charge that week would respond to the reading by putting mini-compositions on-line. Other students, in turn, would respond to their writing. The Hawaiian class took the first four chapters and sent the responses on-line the first week of April. The students introduced their essays with this note, "We hope you enjoy reading our thoughts and that they add to your understanding and enjoyment of the novel. We also look forward very much to receiving your responses to our thoughts. All of our classes are from differing ethnicities, cultures, and backgrounds. Simply because of this [characteristic], we have a great deal to share with each other, and we can help each other to learn. Mahalo plenty for this and aloha for now."

And enjoy we did! One student had particularly keen insight into the first chapters as seen in this excerpt: "In *I Heard the Owl Call My Name*, the author mentioned how the eyes of the Indians seemed always to be sad and dark, a look that was in all their eyes." She stated: "I found this interesting. It made me wonder why all their eyes were so sad. Had something happened that made all their eyes full of sorrow—a great tragedy? Or was it just their nature to be sad? The Indians' eyes could express what they were feeling, but only if they wanted you to know. They would keep their eyes hooded, and if you wanted to know what they were thinking, it was up to you to figure it out. I think maybe they did this so you never are sure what they are thinking and this way they have the upper hand. And maybe they feel if they don't show what they are feeling, they will be stronger when they need to be strong. Later, when the Royal Canadian Mounted Police

Officer came to sign a burial permit for the little boy who drowned, the Officer saw the body and ran to the bushes and was sick. During this, their eyes filled with laughter, but not one of them laughed out loud. I think the Indians used only their eyes to express what words could not and kept their faces solemn. I also think they didn't usually show their feelings to any outsiders because they were private people and expressed feelings only among themselves and among people they accepted as one of them."

As our work progressed, we teachers realized we had a rich collaborative project where things happened that don't usually happen in classrooms. As our Hawaiian teacher said, "My class and I learned a great deal about the novel's many themes as a result of our work. That they were participating in 'Owl' with other real people, peers living in other remote cultures, helped Pahoans bring the novel to life in lots of ways. Of equal importance at Pahoa, my students had responsibility and authority for the exchange. In between their deadlines, they internalized the need to read and write carefully and thoughtfully. None of this would have had a chance of happening without all of our fine and hard work."

The project was successful in many ways. One of the most important aspects of the project is that students were included in the "discourse community" and that inclusion pushed our learning as professionals, teachers, writers, and learners to even higher planes.

Student Discourse

The work my students did was impressive not only for the content, but also for the general care they used in producing it. At first, they weren't so eager to read another novel ("Owl" was our sixth class paperback); but when the compositions came from other classes and some really genuine discussion began, their energy and interest peaked. My students were quick to spot stereotyping and were incensed by the attitudes of white people who visited the Kwacutal village in the novel. One character that particularly riled one student was the anthropologist who, for all her education, could not or would not pronounce the Indian names correctly. He wrote, "I think it was very nice of Mark to attempt to defend the Kwacutals when the anthropologist called them 'Quackadoodles.' It shows how much he has grown emotionally. If he'd not gone to be the vicar in this area, he probably would have been one of the people calling the Kwacutals 'Quackadoodles.' It is wonderful when a person rises above his own ignorance to become a better human being, instead of condemning the cultures he doesn't understand and

therefore hates." In response to him, another student from New York said, "Mark did show a lot of respect for the Indian's culture quite often from that stuck up anthropologist. How would she like it if one of the Indians called her an 'anthropoltergeist', or something like that? She wouldn't, would she? And what if she tried to correct them, and they refused to accept the correction and said that they will always say that word, 'anthropoltergeist.' She wouldn't like that either. I hope I never meet anyone similar to the anthropologist."

When analyzing the discourse, one can see a mature judgment of our society's ills. The students also became ecologically aware. Several wrote about land issues and stated they believed earth belonged to the animals. Many of the students "waxed poetic," but even in their idealism they grew as thinkers and writers.

Conflict and a Dose of "Humble Pie"

As they grew in their ability to think and share these thoughts, our students also grew in knowledge and, I believe, compassion. The following exchange took place between Kalei, a Native Hawaiian student, and two of my students, Kimberly and Jay.

From Kalei we had this note: "My first impression when I was reading this book was of how the white man came to Hawaii and tried to change the Hawaiians into more civilized people. By civilized, I mean wearing clothes, having guns, and making them believe in only one God—theirs. They brought religion and got the Hawaiians into believing in God. They thought they were so powerful because they had guns. They hardly cared about what the people thought or said. An example from the book is where an agent said that there was no use in educating the Indians because if you did, you'd have to find him a job, and he was bound to die off anyway. I don't think the Indians would die just because the white man didn't come to teach them the alphabet or math. The Indians were doing fine without the white man's help. The white men thought they were gods or someone really powerful.

"Hawaiians would have done okay, too, if the white man didn't come. They had everything under control. The white men liked to take over things. Even if everything is fine, they still have to act like they know every single thing. At times, it looks like the white men have no respect for other people's culture. Maybe they should just mind their own business."

Kimberly and Jay's response to Kalei lacked some of the objectivity that I had tried to encourage in their thinking: "Our first impression of you after we read

your response is that you are making a judgment about a whole race when you don't know half of what you are talking about. Just because you think the people who came over there treated you badly, it doesn't entitle you to make a judgment about the rest of us. Yes, the white settlers who came over there did do a lot of things wrong. But if you would rather sit in a grass hut all day, eat raw meat, and have no idea of what's going on in the world, then you can say that you wish we would have minded our own business.

"Also, you say that we forced you to worship one God. No one can make anyone worship a god. You do that yourself. No one forced your people to worship God; it was their choice.

"You also say people are civilized if they worship one God, wear clothes, and have guns. That's an ignorant statement. We don't mean to sound harsh, but you shouldn't say that white people are self-centered, egotistical, and cruel. Do not talk about something that happened before you were born if you do not know all the facts. We may sound prejudiced, but we are not. If someone (such as another white person) made a statement (like the ones you make) about Indians, black people, or any other group, we would take up for them, too. We just think that you made an unfair statement about all white people that has absolutely nothing to do with the book, *I Heard the Owl Call My Name*."

After reading their response to Kalei, I felt I had to intervene. I decided to approach the class discussion by teaching a mini-social studies lesson. I handed out a fact sheet on Hawaii that I put together from a quick research trip to the school library. It contained factual information about the exploration and settling of the Hawaiian Islands by Europeans—often not very flattering in regard to the Europeans.

Then in class discussion, I pointed out specific examples of emotional and erroneous thinking in their writing. I included points, as well, to counter their argument about religion. For example, I reminded them that the primary mission of the Spanish in conquering what is now New Mexico was to convert natives to Catholicism, and that religion was not a private matter anywhere prior to such radical acts as the Bill of Rights in our own constitution.

We then talked about making generalizations and bandwagon statements. I told them that they did not have to accept any responsibility for what their ancestors may or may not have done, but that I believed any act that inflicted undeserved hurt on another is wrong. I also commented that the advice they gave to Kalei seemed very appropriate for them! Know the facts! Do your research!

Don't base your impressions on assumptions about a particular culture, and above all, don't put words in others' mouths that they did not say.

The class was silent at first, but then the sparks started flying. One student was incensed at me that I would take the part of Kalei over my own students. I pointed out that the method that Kimberly and Jay used was inappropriate since it contained name calling and addressed her in first person when she was referring, quite objectively, to an historical incident. Emotional writing has its place, but not in the discussion of historical events. A few days later, Jay rather sheepishly brought me a note to send to Kalei. Through no prompting from me except for the class discussion, he wrote, "I apologize for the letter Kimberly and I sent back to you. After reading the first few sentences, I realized I totally jumped to a conclusion and wrote some really mean things. Now that I look at it, the things I wrote were prejudiced, and I'm really sorry about it. I hope I didn't offend you too much. It just seems that everywhere I go, people are trashing the white race. Now that I look at your paper, I see that you weren't writing about white people as a whole, but the ones who came over a long time ago. I hope you accept my apology and won't think of me as being a real bad person. I just misunderstood what you said, and for some reason it made me say things I usually don't say or even think about. I've always tried to be protective of Native Americans and other minorities, but for some reason I wrote down the stuff that I did. I'm really sorry if I hurt your feelings." Jay's note demonstrated not only a retraction and rethinking of his position, but also a real growth in maturity on his part. Later, when I interviewed Jay about the project, he told me that while he did the writing, the words were mostly Kimberly's. Whether that statement is true or not, perhaps their collaboration says something about the infectious nature of intolerance.

Their growth can be further demonstrated by Jay's response to the poem "Indian Children." This poem appeared on the class's final examination. Jay's response was, "The poet says that when the iron doors of prejudice swung open, she slipped into the heart of Indian land. We should all act towards each other as equals. In my favorite line of the poem, Ramon says, 'A wild animal races in me since my mother sleeps under the ground. Will it always run and run?' This line shows how affectionate Indians are. They don't just care about themselves. I think we should all be more like them. In this poem, the poet used the small children to show how pride is good as long as an air of superiority is not attained by a race. Will prejudice always run and run? I think we should all let the iron doors swing wide, and slip into the heart of Indian land."

When I shared these compositions with a Bread Loaf colleague in Mississippi, she wrote, "When we can track the improvement of literacy skills in our kids, we should feel successful; we should feel inspired when our work goes on to produce empathetic and enlightened individuals. I watched mine change because of the power of the Anne Frank study. Let the iron doors swing wide indeed!"

What all this evidence suggests to me is that the hierarchy of discourse between students and teachers changes when we write collaboratively. I did not criticize Kim and Jay's sentence structure or usage or style. I wanted them to grow as thinking people, and I allowed them to talk back to me. I risked allowing them to be offensive, and I risked offending them by challenging their beliefs. That's real collaboration!

Learning Tolerance in a Virtual Community

So what emerged from the project, and what can we learn from studying the discourse that took place among all of our students? First, I truly believe the majority of these students recognized their intolerance for, perhaps, the first time in their lives. For example, Jay lacked tolerance toward those he didn't understand; however, he didn't recognize his negative attitudes until he wrote about them. After discussing Native American issues all year, Kevin came away believing "that there are [at least] two sides to every war." Leah realized that "custody battles, as well as other societal problems, go on in other cultures as well as my own."

Through research, common reading, essay writing, and most importantly, conversation with students through the BreadNet, my students and I joined a virtual community where feelings, beliefs, and attitudes were discovered, discussed, challenged, and often modified. Through the simple pedagogical tool of collaboration, my isolated, rural students had their vision expanded to include a tolerance for others' beliefs. Without the networking on the novel, *I Heard the Owl Call My Name*, I do not believe my students or I would have grown as much as we did during the academic year.

As a facilitative teacher, I discovered an ability to guide discussions, to step back and let genuine conversation take place, and to offer helpful or constructive comments when they were needed. I am truly convinced that students can and will learn in an environment that fosters community through collaboration in a classroom where the teacher is the facilitator of learning.

Chapter 15

Stimulation Through Simulation: How to Interest Students in High School History

by Tony Pattiz

How do you stimulate students' growth beyond the ordinary curriculum with a thinking, student-centered approach? Tony Pattiz demonstrates how a facilitative teacher excites students to experience history, transporting them along learning levels, and using methods that keep the students coming back for more.

> There was the "usual list of words written on the blackboard, with the kids writing them down in notebooks or on scraps of paper. It was fact-stuffing supreme, that apparent plague of all beginning biology instruction. No wonder so few youngsters survive that tenth-grade biology course to go on in science! The work was dry, totally empty of any sort of life." I talked of this, gingerly, with the teachers. "We are partly to blame," they agreed, and they repeated the often-heard theme that the kids don't care, that they saw no purpose in schooling.
>
> —excerpt from *Horace's Hope* by Theodore Sizer

It is 2:30 on a Friday afternoon. You are wheeling out the overhead projector as students file into your classroom. As each student recognizes that all too familiar instrument of torture, you hear the groans and see the sighs. The students settle into their seats. They extract their notebooks from their backpacks. One or two can be seen rolling their eyes. Within minutes, you are giving your fourth lecture on the significance of the War of 1812. Your students' disinterested looks tell the story. One by one they begin dreaming about the weekend. After fifteen minutes, you, too, begin dreaming about the weekend. You are thinking ahead to that final bell and a chance to get away from it all. Mercifully, you end your lecture early on this day and distribute the chapter worksheets. Thank goodness it's Friday!

How often has the aforementioned scene taken place in your classroom? How often have you wondered to yourself why your students find history so dull and disinteresting? As a child, you lived, ate, and breathed history. You understood that history was, is, and always will be a great adventure. It is a story of hopes and dreams. It is a tale of triumphs and tragedies. It is this great human drama that makes us who we are today. So why are most students so bored? Perhaps you have failed to take the true litmus test of teaching. Have you ever looked at yourself in the mirror and asked the question, "Would I really want to take this course from someone like me?" Answer honestly—for any attempt to justify your existence by claiming that your job is to prepare "them" for the test or that "they" will have the opportunity to use what you are teaching later on in life clearly evades the question. The real question you should be asking yourself is: "Why does it have to be like this?"

The answer to that all-important question may surprise you. High school history does not have to fall into the category of cruel and unusual punishment. Not only can it be made interesting and relevant, but it can equip students with the higher order thinking skills necessary to be successful in later life. This sounds too good to be true.

I began my odyssey five years ago when I was asked to design a "gifted" program in World History. The principal who interviewed me said, "What would you do to breathe life into the dull pages of the high school history textbook?" I described a world in which students did not learn history. Rather, they experienced it. In my world, the students, themselves, became the players in this great human drama. Their classroom became the stage upon which this drama was acted out. As for the teacher, I became the director and producer who moved this production to an exciting and eventful conclusion.

The next morning, I received a phone call from the principal who had interviewed me the day before. He said, "What you describe sounds too good to be true, but I would never forgive myself if I did not give you the chance." I was hired and spent a year designing an innovative curriculum for teaching gifted World History.

In this curriculum, I made extensive use of historical decision-making simulations and role-playing exercises. Simulation, as a social science research technique, refers to the construction and manipulation of an operating model, that model being a physical or symbolic representation of all or some aspects of a social

or psychological process (Guetzkow, 1962). Abt (1968) wrote that simulations, while of limited value in most academic disciplines, are ideally suited for social studies. In English, mathematics, physics, and chemistry, there are frequent situations where the student can learn by doing, such as listening and talking, reading and writing, problem solving, and experimenting. Similar situations are not usually available to the teaching of history because there are not opportunities for students to make history, write history, solve problems of global importance, or experiment with forms of civic organization. Students cannot learn that they have made mistakes unless they make mistakes—and making a mistake in history means making a wrong decision, not failing to remember a date.

In my first year of teaching in this fashion, what I observed clearly astounded me. Students could not wait to get to my class. The only groans that I heard were when the bell ending my class rang. I realized that I had truly discovered something remarkable when I walked into class one day and expected my students to be in the guidance office attending a college recruiting session. To my amazement, no one was missing. One student understood the perplexed look on my face. He said, "Mr. Pattiz, you don't seem to understand. We love this class."

While I was deeply moved and clearly astonished, my critics responded with two observations. First, they argued, gifted students are motivated in any learning environment. Second, they argued, while they may be motivated, how is it possible to measure whether they have, in fact, learned more than would have been the case in the "traditional" history classroom.

Realizing that every student is "gifted," I accepted their challenge. In fulfillment of the requirements for my educational specialist degree in secondary social studies, I selected two heterogeneous world history classes. In the control group, students were taught using the world history textbook and accompanying materials. Emphasis was placed on knowledge transmission through memorization and recitation of facts.

In the experimental group, students were assigned roles in a series of historical decision-making simulations. Both groups were administered the Ennis-Weir Essay Test of Critical Thinking before and after treatment. In the control group, students recorded no measurable gains in critical thinking. In the experimental group, however, students reported an average gain in critical thinking of over one hundred percent. What I discovered was the truth that set me free. Each morning, I wake up looking forward to the day ahead. Like my students, I am excited about the prospect of recreating the great events in human history. What I have

accomplished can be accomplished by any teacher of high school history who believes that what matters most is what Theodore Sizer (1996) argued for in *Horace's Hope*. Sizer writes:

> What I personally care about is fostering thoughtful and decent young adults, people who have an informed imagination and the restraint to use it wisely. I want them to be respectful skeptics, accustomed to asking "Why?" and being satisfied only with an answer that has as solid a base of evidence as possible. I care about how they use their minds, and all that they have learned, when no one is looking—that is, beyond any formal testing situation, in which they know that they are on the line. I care about their habits of mind (pp. 76-77).

So, how do you create this type of learning environment in your classroom? I offer you an eight-step program for simulation-based learning. This program can transform your high school history classroom into a place of excitement and relevance where learning takes on a whole new meaning as students apply the lessons of the past to their own lives. And, in the process, students will apply the skills of critical thinking, problem solving, and collaboration which are necessary to compete in the global economy of the twenty-first century.

The Eight-Step Success Plan

1) The first step is to identify the goals and objectives of your curriculum. In other words, what major themes and/or ideas do you wish to convey? Keep in mind the admonition of Grant Wiggins (1989). He warns:

> The inescapable dilemma at the heart of curriculum and instruction must, once and for all, be made clear: either teaching everything of importance reduces it to trivial, forgettable verbalisms or lists; or schooling is a necessarily inadequate apprenticeship, where "preparation" means something quite humble: learning to know and do a few important things well and leaving out much of importance. The negotiation of the dilemma hinges on enabling students to learn about their ignorance, to gain control over the resources available for making modest dents in it, and to take pleasure in learning that the quest is lifelong.
>
> In trying to "cover content" or in treating facts as equivalent fodder for some vague set of skills called "critical thinking," both sides ironically reduce essential knowledge to Trivial Pursuit. In neither case do students understand that some ideas are indeed more important than others (p. 45).

Teachers must be willing to make choices in the teaching of history. The curriculum of coverage is detrimental to the student's ability to grasp the significance of historical ideas and events. Teachers must commit the heretical act of "leaving out" part of the human experience so what is taught can truly be taught well. Those who argue that to do so would prohibit students from succeeding on state-mandated tests ignore the essential reality that learning, which takes place on a superficial level, is knowledge quickly forgotten. In other words, they won't remember it unless they are given the opportunity to think about it and to experience it.

2) The second step is to determine what issues, events, and individuals could be used as role-playing devices that would enable students to research, discuss, and experience the important ideas under consideration. Ask yourself, "What are the historical 'turning points' that have shaped the human experience?" It is through these experiences that students can gain insights into why the past is both exciting and relevant.

3) The third step is to identify commercially developed simulations. As teachers, the good news is that you do not have to spend countless hours in libraries doing the research necessary to create historical decision-making simulations. Others have already done this for you. Two organizations which offer a wide range of innovative simulations are Interact and Close Up. Exhort your principal or department chairperson to use school funds to purchase these and other materials. They are a wonderful investment. Regarding the cost of purchase, the important point to keep in mind is that you are making a one-time investment. An exciting simulation such as Interact's "Trial of Socrates" may initially cost $44.95. Nevertheless, if you are like me, you will find yourself using this simulation year after year. If you do, then divide the cost of your investment by the number of years that you have used it. By doing this, you will realize that your investment grows cheaper with each passing year.

4) The fourth step is to review and adapt the materials you select. You should understand that each and every class is different. Simulations are static in nature, but classrooms are not. Determine what will work and what won't. Modify each simulation to fit the needs of your classroom and teaching style. One suggestion I propose is to create a "grading criteria sheet." This sheet will serve as a roadmap for the student. This sheet should include a description of each activity, the number of days required to complete the activity, and the number of points that the

activity is worth. The grading criteria sheet helps both the student and the teacher to manage their time during the simulation.

5) The fifth step is to modify the simulation specifically to maximize opportunities for research and collaboration. In the process of teaching history, there are certain core skills that students should acquire. These skills include the ability to research and collaborate. According to Newmann (1991), a person must interpret, analyze, or manipulate information because a question to be answered cannot be resolved through the routine application of previously learned knowledge. When students are given the opportunity to research and collaborate, they engage in this process which Newmann and other learning theorists contend lies at the heart of an effective system of education.

In the typical high school history classroom, students resist the concepts of research and collaboration because they are presented as dull and uninteresting. When a teacher sends a team of students into the school library to unearth facts pertaining to whether President Truman was justified in dropping the atomic bombs on Hiroshima and Nagasaki, students perceive this assignment as another exercise in historical futility. Contrast this approach with a student who, along with his legal defense team, must defend Truman before a court of world opinion. These students know that their arguments will be challenged by the prosecution team and they eagerly delve into their research to investigate any and all significant arguments. Sizer (1996) applauds this approach. He writes:

> A six-week course in European history which I visited one summer, for example, was built around court cases, each argued by teams of students. I witnessed the final arguments of the Dreyfus Trial, presided over in stern efficiency by a black-robed attorney who was the mother of one of the students. The competition was palpable, the arguments were well researched, and students understood the dilemmas implicit in the case. These kids were engaged in serious ideas in a way that gave those ideas life and with an intensity that assured their retention and their impact (pp. 128-129).

6) The sixth step is to assign roles in the simulation based on an understanding that each student has different strengths and weaknesses. For example, students who possess natural leadership skills should be assigned leadership roles while students who are analytical and introspective in nature should be assigned research-oriented roles. The process of assigning roles to students based on their respective strengths and weaknesses creates an environment in which each student will likely succeed as opposed to a random assignment of roles and

responsibilities which may result in both student and teacher frustration, disappointment, and ultimate failure.

7) The seventh step is to transform yourself into an education consultant. Simulation-based learning requires the teacher to serve as a facilitator rather than the major participant in the educational process. This means that the teacher must "step back" and observe students who are engaged in the process of critical inquiry. The instructor intervenes when intervention is necessary to assist students in achieving their goals. Such intervention, however, should never replace the individual student's process of research and investigation. At the core of this teaching approach is the understanding that successful learning takes place when students are empowered to make decisions and reap the rewards or suffer the consequences of those decisions.

8) The eighth and final step involves the distribution of a debriefing exercise. This post-simulation experience or debriefing is widely regarded as essential for maximum learning to occur. This is the point at which generalizations and symbolic meaning are generated out of students' concrete experiences. The teacher's role in eliciting "learner-discovered" principles, in assisting students' attempts to organize their ideas and experiences into increasingly higher-order generalizations, and in providing the discussion and assignments which will relate the experiences of the simulation and the generalizations to students' real-world experiences forms the core of the debriefing exercise. Teachers should be cognizant of what has taken place in the classroom and design a debriefing exercise based on the actual experiences of the simulation participants. I recommend discarding any debriefing exercise which may have been purchased with the simulation since it is unlikely to reflect the actual experiences of a given group of students.

I believe that the best case for incorporating simulations into the history classroom was made by the Bradley Commission on History in the Schools. The Commission concludes:

> The questions we may reasonably ask about history instruction in the schools is whether students are learning what schools are trying to teach them; whether the history that schools are teaching is significant, current, and presented in ways that encourage student involvement; whether enough time is provided to study issues and events in depth and in context; whether students learn to see today's issues and events in relationship to the past; whether students understand that the history they study is not "the truth," but a version of the past written by historians on the basis of analysis and

evidence; and whether students realize that historians disagree about how to define the past (Gagnon, 1989, p. 55).

Historical decision-making simulations represent a "thinking-centered" approach to teaching that is fundamentally different from the traditional method. The key difference involves the emphasis on experiencing as opposed to simply being taught. It is this difference which empowers the learner to acquire the skills of application, synthesis, analysis, and evaluation. Students learn how to assess the strengths and weaknesses of complex arguments and formulate credible counter-arguments in response. Using historical education as a foundation, simulation-based learning empowers the learner to acquire a set of skills that educational reformers contend are necessary if our students are to complete in the twenty-first century. Simulation-based learning offers a unique opportunity to motivate as well as educate. It is an opportunity that should be grasped.

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Chapter 16

From the Courtroom to the Classroom

by Teri Johnson Waldoff

Teri Waldoff demonstrates a law-related curriculum program that applies all of the principles of the Teacher as Facilitator Model and connects community concerns and social interactions. Students become truly engaged because of their high level of interest in legal issues, thus creating intrinsically motivated learners.

I began teaching through alternate route certification so it seems only right that I should have begun my teaching career with at-risk and alternative education students. The good thing about my unorthodox entrance to teaching was that I had no preconceived ideas as to what I should or should not do. The bad thing was that my only framework of reference of what to do was what had been done to me. But what had been done to me was not good enough, as I soon discovered. I began my search for a way to reach my students. I attended workshops on every topic and approach available. Believe me, some of those were really awful. Think about your worst staff development or the worst class you ever took. What made it so bad? The same things are true for your students. I realized I was replicating the Golden Rule in reverse: Do unto students as you were done unto.

And then I found Law-Related Education (LRE). The more I learned about LRE and became involved with it, the less constricted I became in my view of the roles of the teacher and the student. Facilitating students—allowing them to teach themselves—is a much easier and more natural way to promote learning than more traditional forms of teaching. Imagine a class with lawyers, judges, mayors, council members, and legislators—all of them students. Law-related education requires student participation. It is not possible to teach LRE from a podium. Students must talk to the teacher and to each other. They must define themselves and their beliefs and defend those beliefs. Students are given the opportunity to define and defend their views on an issue, listen and/or develop arguments for both sides of an issue, and express his/her views in a safe environment. Critical-thinking, problem-solving, and decision-making skills are essential to the LRE approach. These are built around the content of rules, laws, and the legal system.

The hardest part for me of moving from the role of instructor/teacher to facilitator was giving up control of the classroom. As most teachers know, students only allow you the illusion of control of the class. In order to have true control of your class, there must be trust on the part of the students that you have their best interests at heart and have something genuine to offer them. It is important that they believe you trust them and have faith in their ability to learn. It is difficult to build that bridge of trust. You must value their trust as the greatest gift they have to offer.

The next obstacle to overcome in moving away from the role of dictator or "font of all wisdom" and into the role of facilitator was, surprisingly, the students. After all, we've trained them for years and years on how to behave and respond. When you suddenly expect them to be active participants in the classroom, you are asking them to step outside of their comfort zone. Students must vault over the concept of giving simple "true/false," "A," "B," "C," "D," or other absolutes as responses. They must grapple with the idea that there might be more than one correct answer or more than one way of viewing a problem. Students begin to look at the broader issues of our society. In short, students must begin to think. This can be as difficult for the students as it is for teachers. It is a process and not an event. Both the teachers and students must take the time and patience to let the process evolve.

An additional obstacle to the teacher as facilitator can be other teachers and administrators in the school. At times your class may appear chaotic. In fact, at times your class is in chaos, but it is the chaos of discovery. The facilitated classroom is not usually a quiet classroom. Desks are not in rows. Additionally, with LRE, many administrators are uncomfortable with the concept of teaching students about the law. Some teachers and administrators are afraid of students being aware of their rights. It is important to emphasize that LRE also teaches about the responsibilities that go along with those rights.

The impact of LRE is to increase students' self-esteem, coping strategies, and communication skills. Students' attitudes toward the community and the legal system improve. Students become more empathetic. Because students are actively engaged in learning, there are fewer discipline problems. The high interest materials and interactive strategies "hook" the students.

What Is Law-Related Education?

According to the Law-Related Education Act of 1978, ". . .the term *law-related education* means education to equip nonlawyers with knowledge and skills

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pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based." Law-Related Education is an interactive instructional strategy that teaches nonlawyers about the law and their role as participants in a democracy. Law-Related Education is not so much a curriculum with absolutes and defined processes as it is an interdisciplinary approach combining legal content (including social rules as well as laws) and interactive methodologies which can be taught at all grade levels. In its simplest form, LRE is instruction about rules, laws, and the legal system that prepares students for the role of responsible citizenship. LRE includes a high level of content or "black letter" law as well as concepts such as justice, fairness, equality, liberty, power, and responsibility.

Law-Related Education helps students understand the basis for law, how and why laws are made, one's place within the law and legal system, how laws are enforced, and one's rights and responsibilities under the law. It provides the opportunity for students to develop the skills of critical thinking, decision making, problem solving, valuing, and empathizing.

Through the use of interactive techniques and the appropriate use of outside resource persons, students have the opportunity to have positive contact with law enforcement. Students understand they have a personal stake in maintaining and supporting laws. They are given the chance to practice problem solving by inquiring and researching personal or community dilemmas.

Why Is LRE Effective?

LRE works because it excites and involves students. Most students today have had some experience with the law. Your students may have been involved in youth court or family court. Many students have cars. This leads to involvement with government and law enforcement agencies as they apply for vehicle registration or driver's licenses. They may have received tickets or been pulled over by policemen. Some of your students may have had more serious entanglements with the courts and the police. Law affects almost every aspect of daily life. Students have a natural curiosity about the law and their place within the system. If you have any doubts, bring up a legal issue or a case in the news and listen to your students. Almost every one of them will have an opinion on the subject. Many have anecdotes to relate to the issue. Students will usually generalize onto other legal subjects. Try the same experiment with teachers in the lounge. Sit back and listen. The law is intriguing.

LRE also works because it values what the students think and how they think. In a typical LRE lesson, students are given the opportunity to express their ideas and opinions. They are also given the freedom to change their minds without fear of ridicule. Because there is rarely one correct answer to a legal question, students are able to see the necessity of a system of settling disagreements and disputes.

The interactive structure of the lessons engages students. And most of all, Law-Related Education is just plain fun!

Characteristics of Effective LRE Programs

The most important characteristic of effective LRE programs is the proper use of interactive teaching strategies. Training sessions offered for teachers always allow teachers to practice the methods as well as to troubleshoot for potential problems. LRE curriculum materials are very teacher friendly. They include objectives, strategies, and extension activities. Some of the techniques used in LRE are brainstorming, questioning, small group discussion, the case study method, continuum or "take a stand," mock trial, moot court, *pro se* court, mediation, mock town meeting, and other simulated governmental hearings or debates.

LRE must be taught in sufficient quantity as well as quality in order to be effective. All of us have experienced the once a year red ribbon week which is supposed to tell students to stay away from drugs. In order for LRE to be effective, it must be thought of as an ongoing process and not just a one-shot deal—although events such as Law Week, Mock Trials, or courtroom visits are ways to introduce LRE into the curriculum.

There should be adequate preparation and use of outside resource persons (ORPs). The LRE instructor should be cautious and careful in selecting outside resource persons. It is important to speak with ORPs ahead of time to discuss exactly what you expect of them and how you would like to take advantage of their knowledge. A lecture from an attorney is still a lecture. The ORP should be given a copy of the lesson ahead of time, and a phone call the night before is good to go over how the ORP will be used. Attorneys are not the only useful ORPs. School board members, state legislators, parole officers, policemen, and numerous others are excellent sources of ORPs. Preparation ahead of time is vital. Without careful screening of the ORP, you might have someone who tells students how to get out of searches or how to efficiently break the law.

In selecting material to be used, the teacher should be sure to make a balanced selection and presentation of case materials. Students are very savvy. If you only

allow one side of an issue to be presented, they will know you're not being honest with them. Use disagreement to open up discussion. Allow students to see there can be honest disagreement among people of good will without resorting to violence or heavy-handedness. It probably isn't a good idea to start your LRE class with an extremely volatile or controversial topic. While LRE is a good forum for such discussions, it requires the proper foundation of knowledge and respect for others before tackling such issues.

It is important to involve building administrators at an early stage when beginning with LRE or any interactive lessons. Some administrators still believe in straight rows of students taking notes from the lecturing teacher at the front of the room. They need to understand what is going on in your classroom in order to support it. They may also be the ones on the front lines to handle any phone calls from parents. It's only fair that they be aware of your intent and purpose. Invite them in. Once they've had the opportunity to hear the learning going on in your classroom, they may become your biggest supporters. It is equally important to let your peers know what you're doing and why there may be a little more noise in your room. They will certainly hear from the students the topics being discussed and the methods employed. They may even become interested.

Why Use LRE?

Law-Related Education provides an opportunity for the community to be involved in the schools and to provide positive input into improving the schools. These positive interactions with community leaders can provide students with meaningful role models. Additionally, it provides the community the opportunity to see schools and students in a positive light. Students are given the opportunity to participate directly in the justice and government systems. This participation leads students to claim ownership and to value these democratic structures. LRE gives students the opportunity to understand that we have controversial issues and conflicts in our society. It affords students a model for dealing with and resolving personal and social conflict with the legal system and with each other. LRE fosters true interaction among students.

LRE is the practical application of law to daily living. It is not to make more lawyers or police officers. It is not specialized legal education.

LRE is a vehicle for students to reason through hard questions and to grapple with realistic problems. Students meet with people in the community to observe

the system in action. They begin to understand where they fit into the system. Materials used can be local or state as well as national.

LRE develops critical-thinking, decision-making, and problem-solving skills. The questioning techniques, role-play activities, and discussion allow students to probe issues as well as solutions. At its best, LRE opens doors to students to really think about the world around them and their role in it.

LRE Strategies

There are many different strategies used in effective LRE classrooms. I will not attempt to explain them all, but rather give a short synopsis of each. Some of these methods may sound difficult, but practice makes them second nature. These techniques may be applied to curriculum other than LRE.

Brainstorming is a well-known, widely used problem-solving tool. It elicits numerous solutions to any given problem. It is helpful in coming up with alternative behaviors or actions for students. The steps are simple.

Step 1. State the problem to be addressed. Ask for all ideas. Do not evaluate during this thinking-up session. This inhibits responses since students might worry about having to defend any answers they have.

Step 2. Encourage wild ideas. If you don't get some wild ideas, it usually means students are worried about sounding foolish. Quantity is important. Quantity can lead to quality.

Step 3. Students should be encouraged to build upon or modify others' ideas or to combine ideas. A response by one student may trigger a better idea by another.

Step 4. Record all ideas. Add some of your own. Do not permit ridicule of anyone's ideas. Students should feel safe to express themselves.

Step 5. Discuss with the class the different suggestions made and evaluate each. Try ranking the suggestions according to practicality, costs, and consequences to each individual and to society.

Discussion and Questioning are linked. An effective discussion leader must also be an effective questioner. The leader must know what types of questions to ask to further the discussion at each step; how to phrase questions to get the result wanted; and how to restate a question if the first effort doesn't work. There are different kinds of questions used for different purposes. Here are some examples:

- Questions directed to the group as a whole used to solicit a feel for the audience and generate responses.

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- Questions directed to particular individuals in order to get them to participate or because they have special information.
- Questions reflected back to the answer (what do you think about that?) allowing the individual to state an opinion they might have been insecure in stating.
- Questions asked by an individual and relayed by the leader to the rest of the group to stimulate audience participation.

Tips to Effective Questioning

- Think about your subject ahead of time.
- Know what points you want covered and come up with questions likely to elicit that information.
- Write down those questions most likely to come up on the topic.
- Think of questions that can change the direction of the discussion.
- Write down other questions that will introduce points which might be overlooked.
- Monitor the discussion so that everyone has an opportunity to participate, but so that no one individual "hogs" the discussion.
- Leave time at the end to bring closure to the discussion and to summarize what has been talked about.
- Questioning is an art to be practiced.

The Case Study approach uses real and hypothetical legal cases. Students analyze problem situations and reach their own conclusions. The Case Study method includes a description of the facts, a statement of the issues, a statement of the positions of each side, a decision or result on the issue presented, and an explanation of the reasoning behind the decision. Case materials can be real life or hypothetical. Steps in using the case study method are based on facts, issues, arguments, decisions, and reasons.

Step 1. The facts of a case serve as the basis for classroom discussion. The inquiry process should be started by clarifying all of the facts. What happened? Who is involved? What facts are important? What facts are unimportant? Are there any unanswered questions? Why did the parties act the way they did?

Step 2. After defining and discussing the facts of the case, the students should also identify the issues of the case. The issues may be about the law, public policy, ethics, and reality. Initially, it is easier for students to begin with cases with one central issue.

Step 3. Discuss the arguments. Students should develop and discuss the arguments for and against each issue. Which arguments are strongest? Weakest? What might be the consequences of each course of action to the parties involved and to society?

Step 4. Allow students to come to a decision in the case and to give a reason for their decision. Have them write down the strongest arguments for and against, and select the factors which weighed heaviest in their decision.

As you progress with this method, students might be given only the facts. They could work in small groups to define the issues, prepare the arguments, develop a decision, and present their reasoning. Whenever possible, the teacher should provide the court's decision for the students to compare to their own decision.

"Take a Stand" or the **Continuum** is an excellent way of dealing with controversial issues.

Step 1. Clear points are defined within the classroom for polar opposite opinions. Signs labeled "Strongly Agree," "Agree," "No Opinion," "Disagree," "Strongly Disagree" can be placed around the room.

Step 2. Students are instructed that they will hear a statement read, and that they should decide where they stand on that issue.

Step 3. Read a statement. The statement should be very clear such as "I believe in capital punishment."

Step 4. Have students quickly write down two reasons they would stand at that particular position.

Step 5. Without discussion, students should stand as closely as possible to the sign that expresses their opinion on the issue. After students have taken their stand, tell them that they will each be allowed to tell why they are standing where they are, but only one at a time. Also, if at any time, they hear a statement made by another student that changes their mind, they can move to another spot on the continuum. Start at either end of the continuum and ask students to explain why they are standing where they are. Students are not allowed to interrupt each other, but they are allowed to move to another spot on the continuum. If a student should move, you can ask why they decided to change their position.

Step 6. After students have given their reasoning, they are allowed to sit down. Ask students to write down two statements opposite to theirs which made them think. A variation on this is to have students take a stand on the statement on an issue you are going to explore in more depth. Without

any further discussion, have the students sit down. Proceed with the LRE lesson. At the end of the lesson, have students take a stand again on the same statement. See if anyone has changed his position. Allow students to write down why they took the positions they took. This can be really effective when planning a longer unit or lesson that will last over several days.

***Pro se* court** means to speak for yourself. Many students are familiar with *pro se* court because of the popular "People's Court" series on television. The court consists of a plaintiff, who is bringing the case; a defendant, who is the accused; and a judge who will hear both sides and make a decision in the case. This is a method that works best with an attorney as a resource person. The attorney can provide the students with information on the role of each of the participants. The cases used should be simple with no more than two or three issues. The attorney can also assist students as they go through the case study method to define the facts and issues.

Step 1. Go over the facts of the case. This can be done by either yourself or the resource person.

Step 2. After going through the case, students should be divided into three equal groups: plaintiffs, defendants, and judges.

Step 3. Give the plaintiffs and defendants time to discuss and prepare their opening statements and arguments.

Step 4. The judges are given instruction on court procedures and the time to prepare any questions they might have.

Step 5. Place judges in seats around the room. Have a plaintiff and a defendant join each judge. Instruct the judges when to begin court.

Step 6. Opening statements are made by each side. The plaintiff goes first and then the defendant. A time limit should be imposed on these statements.

Step 7. The plaintiff makes his arguments and is questioned by the judge.

Step 8. The defendant presents his case and is questioned by the judge. Neither side is allowed to interrupt the other.

Step 9. The judge reaches a decision and explains the reasons for the decision.

Step 10. The class comes back together to discuss the decisions and the decision-making process.

Mediation has become much more widely known since it is practiced in some classrooms routinely as a method of dealing with daily conflicts. But a classroom disagreement is not the time to introduce the concept or practice of mediation. If students have had the opportunity to practice mediation, they can fit into the roles easier in the event of a conflict.

Step 1. The two disagreeing parties sit down with a mediator. The mediator explains the ground rules. The mediator is not there to make a decision, but to help the parties come to an agreement. The parties are not allowed to interrupt each other. Both parties will have an opportunity to fully express themselves and tell their side of the story.

Step 2. Each party tells his side of the story. The person bringing the complaint tells his side of the story first. Then the other party tells his side of the story. Again, there can be no interruptions by either side.

Step 3. After listening carefully to each side, the mediator attempts to identify agreed-upon facts and issues. The parties agree to the facts and the issues.

Step 4. Everyone brainstorms possible solutions. These can be as wild as possible. All are recorded by the mediator. The mediator then goes down the list and asks each party to tell his feelings about each of the solutions.

Step 5. The mediator revises the list of possible solutions and attempts to find elements both parties can agree to.

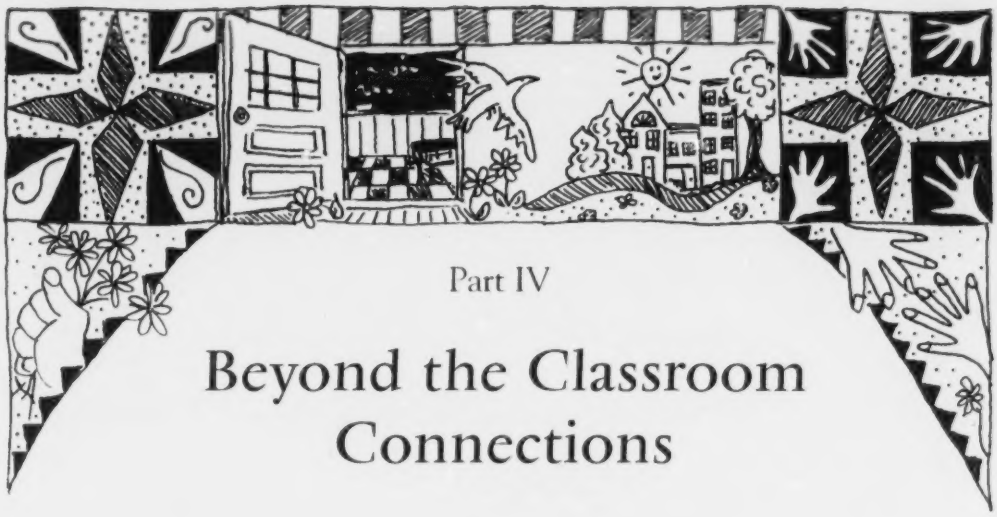
Step 6. An agreement is reached. It should be written down.

Step 7. The parties should agree upon consequences if either of them break the agreement. This should also be written down.

Step 8. Both parties sign the agreement and consequences and agree to abide by them.

Additional LRE specific methods are mock town council meetings, legislative hearings, supreme court hearings, trials and simulations or role plays. Scripted mock trials are available on fairy tales such as *Beauty and the Beast*, *The Three Little Pigs*, and others. Films such as *To Kill a Mockingbird*, *Twelve Angry Men*, *Bad Day at Black Rock*, and others are dramatic and literary tools to use to explore the law. Numerous television programs on the law are also useful and maintain student interest.

Law-Related Education requires you to utilize the Teacher as Facilitator Model. LRE's variety of strategies will excite your students as they become engaged in learning about the many fascinating issues related to law.



Part IV

Beyond the Classroom Connections

The trademark of the Teacher as Facilitator Model is its strong correlation to successful student development over a wide range of levels and topics. Facilitative teachers build and execute peer, community, and society transitions for their students. They instill and nurture thinking and organizational abilities and provide the confidence for future actions and decisions that transfers to life applications.

- Builds students' transitions to the work place/university/college/or community
- Develops students' skills in communication and organization
- Helps students maintain interactive relationships
- Encourages students to be convergent and divergent thinkers

Chapter 17

Middle Schoolers ACT-ing Out for the Betterment of Their Community

by Cynthia K. Stout

The effects of the Teacher as Facilitator Model are evidenced in both teaching style and students' involvement. The facilitative principles form the framework of many popular programs and curriculums today. Cynthia Stout gives us an example of this model in ACT-ion.

Several years ago a Special Education teacher in my building gathered a group of our "highest risk" students and began taking them out into the community to do "community service." The results were astonishing. These kids who had very little self-esteem, who were looked down upon by their peers, and whose names on a teacher's roll were rarely viewed with great joy, were readily and graciously accepted by those in charge of the programs as well as those being aided through them. One seventh grader walked out of the homeless shelter having stood on his feet serving meals for two hours and remarked, "Guess I don't have things so bad after all." Others began to witness the reality attached to a lack of education. Finally, many of them began to change their "victim view" realizing they had control over their lives and choices to make for their futures. Many of those students have acted on the realization in the years since, staying in school, electing to join vocational training programs, or deciding that college was the answer.

The point of this vignette is not to suggest that we could solve the problems of some of our most difficult, at-risk students by taking them to a shelter for a few hours a week. Rather, the brilliance in this teacher's plan was to place students in a situation which helped them view their lives from a broader perspective. Through this broader perspective, students could begin to understand the significance of school. In my teacher-training courses of the early 1970s, we called this "relevance."

Relevance is a key component in the relationship between students and school. Robert J. Nearine (1989), in "Study of Studies on Effective Dropout Prevention Programs," looked at eleven studies for dropouts, and the most frequent reasons students left school were because of failure, irrelevancy, and alienation.

Other studies (Banks, 1990; Bloch, 1991; Burke, 1995; Clinchy, 1989) echo Nearine's conclusions. James A. Banks (1990) suggests schooling can become more relevant through a greater emphasis on citizenship education. He argues that "The nation's students, both mainstream students and students of color, must understand that the future of America is in their hands..." (p. 213). If students have been taught the skills necessary to participate productively in the workforce, to care about others in their communities, and to take personal, social, and civic action, the result will be a more humane and just society. Shirley Koeller, Mary Lou Bailey and Bill R. Gonzales (1989) offer a successful example of applying Bank's ideas. Elementary school children involved in designing ads for community businesses began to understand "more fully the community in which they reside and to realize that the community values their participation in it" (p.29).

Daniel J. Burke and Evans Clinchy, also advocates of citizenship education, emphasize the relationship between motivation and content suggesting students have no motivation to study the content they are given because of the lack of its relevance to their lives. Both authors focus on the experiential side of citizenship education harking back to the ideas of John Dewey and other progressives of the early twentieth century. Dewey wrote, "From the standpoint of the child, the great waste in school comes from his inability to utilize the experience he gets outside...while on the other hand, he is unable to apply in daily life what he is learning in school. That is the isolation of the school—its isolation from life" (Burke,1995, p. 68). Clinchy (1989) offers "service learning" as one type of experiential program which motivates students. Similarly, Burke (1995) advocates programs which include the following:

- **Knowledge acquisition.** The learner acquires new knowledge and information that has both short- and long-term value and meaning with applicability to his/her life in and outside of the classroom.
- **Skill development.** The learner develops new skills and techniques that permit him/her to successfully experience an activity or function in and outside of the classroom.

- **Performance abilities.** The learner acts, performs, and functions in a manner that demonstrates ability to effectively interact in the "real world" both inside and outside the classroom.
- **Attitude enhancement.** The learner exhibits behavior that is both attractive and appropriate with regard to different people, ideas, and circumstances in and out of the classroom. (p. 75-76)

Thus, research indicates that the greater the relevant connection between a student and school, the less at risk the student becomes. As a history teacher, one of my greatest challenges is to offer relevance in the historical past. For 13-year-olds who often seem to have trouble remembering yesterday, whose natural development stage is egocentric, and who have never known life without computers, Nintendo, and cellular phones, the historical past is disturbingly irrelevant. What I needed to help me meet this challenge was a method designed to help tie the past to the present in a way that would engage lively young teens.

I found my solution in a program called Active Citizenship Today or ACT. It is the brainchild of the Close Up Foundation, headquartered in Alexandria, Virginia, and the Constitutional Rights Foundation, located in Los Angeles, California. Both organizations are grounded in the belief that informed civic participation is essential to a responsive government and healthy community. Several years ago, these foundations became partners in developing and implementing a nationwide pilot project in school-based service learning funded by the DeWitt Wallace-Reader's Digest Fund.

The framework around which ACT is built is educationally sound. The program goals are lofty, yet achievable. As students participate in Active Citizenship Today they will:

- learn about the people, processes, and institutions that are most effective in improving conditions in their community
- develop social, political, and analytical skills necessary to participate in the policy-making process at any level of political and community life
- foster within themselves and among their peers attitudes regarding the value of lifelong service for the common good

The stated educational outcomes for students participating in ACT fall into three categories: knowledge, skills, and attitudes. These are three of the four areas suggested by Daniel Burke as keys to connecting content and motivation. Although performance is not mentioned in ACT's stated goals, it definitely is an outcome that the majority of students achieve during the ACT process.

While involvement in the community is a key component, ACT projects do not necessarily require students to volunteer over a particular period of time. ACT takes students through a problem-solving process which includes defining and assessing the community; choosing and researching a problem that exists in the community; examining existing policy; exploring options or solutions for addressing the problem; and, finally, taking action. Throughout the process, students are required to keep a journal in which they reflect upon their ACT experience.

The beauty of the ACT framework is its flexibility. It fits into an already established curriculum without becoming something "more" to have to teach, and it provides relevance to that course of study. The skills students learn such as evaluating information from primary and secondary sources they have collected and read is an invaluable one for the study of history. An additional advantage is how well the ACT goals and student outcomes fit Colorado's and Jefferson County Public Schools' content standards. In fact, ACT addresses several of the Civic Standards I have had difficulty meeting in my history classes. It is not limited to the classroom, however, and various models exist where schools and teachers are using it as a club, an elective, or a "homeroom" project.

My school district, Jefferson County (Jeffco), is the largest in Colorado with close to 85,000 students. There are 21 middle and 20 senior high schools in a district that encompasses a larger geographic area than Rhode Island. The communities and schools are as diverse as those in any urban/suburban area. The ACT projects that have come out of the schools in Jeffco reflect their diversity.

Seventh graders at Mandalay Middle School, located in the northern section of Jeffco, were concerned by a growing homeless population. Working as a team with math, language arts, and science students, social studies students met with various organized groups, gathered statistics from national, state, and local agencies, and interviewed policymakers. Aided by their parents, students offered their services to homeless agencies in need of help. Teams of students prepared presentations to businesses and governmental agencies for the purpose of raising funds for distribution to local agencies who provided help for the homeless. Students developed criteria for the distribution of the $1,000 they raised, investigating each agency and request for funds to ensure that their earnings were being used to the best advantage.

Ninth graders in one of our mountain schools, worried about the annual deaths of students driving on winding, slick roads, began a program of awareness for

fellow students. They contacted local agencies, collected statistics, and raised money to provide for an activities shuttle bus. This program has continued for the past three years and again, this year ACT students will be distributing information at the school's annual Teen Issues Day.

Other schools in our county have emphasized the idea of participation in the community through volunteerism. Students put together annual volunteer fairs where representatives from many local agencies have participated. The expectation for the day is for students to have the opportunity to explore the community groups at work in their area. Many students find an agency that addresses a problem they find important, and they are quick to get involved as a volunteer with that agency.

My school, Summit Ridge Middle School, is located in the south area of Jeffco which is the fastest growing part of the county. In the past two years, we have added two elementary schools, a middle school, and a high school. On days when the weather permits open windows, classes are accompanied by the sound of new homes being built. Our community is so new and so suburban that the "typical" problems of homelessness, physical deterioration of a neighborhood, or gang/drug activity found in older areas are not issues for us. In fact, when we begin the year by drawing maps to define our community, it is somewhat problematic for many students who have lived in our area for only a few months.

The quickly changing nature of our area actually became the first issue my students addressed. Students from two of our four feeder schools have watched vast open areas become strip malls and housing developments for students from our other two feeders. Many of the bike paths my students rode two years ago no longer exist. The project they decided to undertake—a key to the success of ACT is that students choose the project, not the teacher!—was to help a local community group stop the building of a strip mall on the corner of a beautiful local park. The buildings would block the view of the park from several blocks away and would extend to within about ten feet of the bike path that encircled the park.

Continuing with the ACT process, we began "examining existing policy" which meant calls to the Jeffco Planning Commission, the developer, and the community group who opposed the new shopping mall. Students found out that the developer had owned the land for a number of years and had produced a plan shortly after the purchase that met with zoning regulations and requirements. In the interim, this area had become one of the fastest growing in the county with open

space quickly becoming housing developments and commercial areas. The only protected open space that remained was the park that abutted the proposed Chanson Plaza.

My students quickly realized that there were two slim chances for success. One, pursued by half the group, was to determine if there was some kind of natural migration path over the park that would be interfered with should the development take place. The other was to join forces with the community group and garner enough support in the community to make the building of Chanson Plaza so controversial that the County Commissioners would overturn the earlier approval and vote against the project.

The first group of students poured over the *Land Development Regulations and Zoning Resolutions* books they got from the Jeffco Planning Commission. Their perseverance was admirable and one of the lessons they learned was to keep a dictionary nearby. Another lesson they learned was that public policy, in this case at least, was not written for general public understanding. The result of the group's diligence was negligible. There might be a chance that one species of bird did have a migratory path over the park, but they could think of no way to prove the development would interfere with migration.

The students who had allied themselves with the community group decided that a community seminar held at the school was one way to mobilize antidevelopment opinion. Students began pooling their resources using their parents' contacts throughout the community to put together a panel of speakers. Unexpectedly, they were not "brushed off" by the adults they contacted. The real coup for this group of 14-year-olds was that the developer attended the seminar—the first time he had consented to come into the community and address their concerns. His willingness appeared to come from an attitude that he would be talking to a group of kids and could tell them just about anything and they would believe him without question. He found out how quickly a well-informed teenager can put an adult on the spot. His parting comment was to the effect that he owned the land and could do anything he wanted with it despite community concerns. Obviously, this reason for development was not acceptable to my students and they voiced their disapproval to the newspaper reporter who covered the event.

It would be nice to report that the efforts of this group of students resulted in stopping the development, but that is not the case. Happily, although discouraged by the Commissioners' approval of the development, many of these students left the experience with the attitude that they can make a difference. Their efforts

served as an inspiration to the students involved in ACT this year. Many of them had attended the community seminar held the previous spring and were excited to get involved in the ACT program.

My ACT group this year was far more heterogeneous than last year's group. In fact, several of my overachievers expressed concern over the number of underachievers who had chosen to participate. The group was made up of kids from all areas of school life: jocks (male and female), preppies, at-risk, special needs, National Junior Honor Society members, and those who seemed to have no identification with any particular clique. Their diversity was illustrated in the projects they chose. One group surveyed all students and teachers to determine the issues they felt were most pressing in our school. Acting on information from the survey, they organized two after-school and evening seminars which addressed the issues of abuse and the juvenile justice system. Another group began their project with the goal of having a say in the commercial development planned near their new high school. After talking with several Jeffco planners and a concerted effort to read and understand the *Land Development Regulations*, they decided their efforts would be more fruitful elsewhere. Inspired by a newspaper column which discussed the growing numbers of kids playing soccer and the lack of places to play, they began a correspondence with the author via the Internet. The third group decided to take on the school district over their decision to tie a T-1 line connection (a cable which allows a school with a local area network (LAN) direct access to the Internet from any computer on that network) to the replacement of outdated telephone systems. The result of the decision was that older schools that did not have LANs were getting the lines and unable to use them while newer schools who could use them immediately would have to wait several more years. They telephoned and met with several school district officials and ultimately composed a letter addressing the problem asking that in the future all school district locations have an educational and instructional criteria component in them.

When asked to reflect on their ACT training and experiences, my students this year said they liked the "hands-on" aspects of the program. Samantha wrote that the skills she learned in ACT were lifelong skills to be used in her remaining school years and as an adult living in a community. Stephanie no longer feared calling strangers on the phone to ask for information. Dustin felt good about what his group had done. Eric and Jeff thought it was cool using the Internet to communicate with a local columnist. Niki learned about the many steps involved in land use regulation, "particularly in Jefferson County," and about the duties of local

government offices. Brandon thought the experience improved his negotiation skills which would help him later on in business. Colleen liked the fact that through her group's efforts, people began to talk about important issues like abuse. Similarly, Sarah was pleased about the information her group disseminated about the juvenile justice system. Season believed she had made a difference.

In addition to the skills cited by students, there were others I observed that will prove useful for many years to come. Students learned how to work with each other, sometimes having to compromise for the benefit of the group. Some of my overachievers began to understand the slogan on the classroom wall which read, "Someone cannot do everything, but everyone can do something." My underachievers learned that what they had to contribute was valued and appreciated by the group. Students learned that "powerful" people are really just people who are fun to talk with especially when they had done their homework and knew the facts. They learned to set goals and to realize that a goal not achieved was not necessarily a failure. Additionally, they learned to evaluate their progress along the way and adjust goals to reflect changes in circumstances. All of my students improved their research skills realizing that the best sources of information are not always encyclopedias! Most importantly, my students understand they are part of a larger entity called a community and that they have the right and responsibility to work toward making it a better place in which to live.

Certainly, not every at-risk child on my team was "saved" by ACT. There were a number of them, however, who attended the seminars who had never participated in any other school activity this year. The change in attitude and academic effort of those at-risk students participating in ACT as opposed to those who were not was noticeable, not only to me, but to other teachers on my team. I am looking forward to next year and those that follow as I expect that more students will get involved in ACT, and the results of that involvement can only be of benefit to them and their community.

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Chapter 18

Digging Into Their Studies

by Michael C. Papritz

How do you develop a program that promotes volunteerism, practices interactive community involvement, and utilizes real-world experiences? Michael Papritz shares his unique ideas and illustrates his facilitative teacher methods.

Background

In 1992, while in graduate school, I was attempting to figure out what got kids into their schooling. It very well could be a question many graduate students think about when they know their theoretical questioning will turn into practical reality in the classroom.

As a geography major, I knew I would be searching for a teaching job in the social studies. Through the course of the master's program, I thought back to many of the social studies teachers I had during my tenure in the public education system. I asked myself what those teachers did to make the educational experience memorable and worthwhile. The real question was: "How the heck did certain teachers make that learning stuff so fun?" I came to the conclusion that it was field trips.

Now some field trips used up time, were quite boring, (even for kids who wanted to get out of the classroom), and simply weren't worthwhile. The trips that engaged students, involved, and motivated them to learn were the types of experiences that were the most powerful for all of us—hands-on, real-life field outings.

In education, we label these field-type experiences as experiential learning. Any way we view or label field experiences, it is my contention that students who see a true connection between their learning and how it relates to the real world receive the most powerful learning experience. Some teachers are capable of bringing the real world into the classroom, but I prefer to go beyond the four walls and "into the field" so kids can't help but see the direct connections made all the time.

As I started conducting research about various ways to motivate students in the social studies, I started researching ghost towns of our region. As ghost towns go, students (as well as the general population) think of them as dark and mysterious. They may be curious but generally they have a feeling of the macabre.

In the West, there are many ghost towns that, at one time, were the up and coming, hustling and bustling company towns that wagered their livelihood on the natural resources they were extracting, whether it be coal, copper, timber, or other natural resources.

Millions of years ago in the Puget Sound lowlands of Western Washington, a giant swamp settled into the depression just west of the Cascade Mountains. Through many years of pressure and heating of dead and decaying organic materials, coal formed. Giant coal veins contoured the sub-strata of the folded and faulted landscape and were thus found in the mid-1800s by mineral prospectors.

One of the small coal mining towns that came into existence in the late 1800s was the town of Franklin. During my research for units in Washington State History, I came upon this old mining town of 600 people that was alive and active from 1885 to 1924. Its location was a mere 15 miles away from our school.

As I researched what would become the Franklin Project, I also changed my thoughts on how to motivate these kids who viewed the educational process in a less than enthusiastic manner. I wanted to give students the tools and avenues to create and sustain involvement in their own education. Even though it meant facilitating to accommodate a feeling of openness to learn, I wanted to put education in the hands of students using a unique approach.

Many teachers feel that facilitative teaching is risky because the reins of teaching are given up to the students. Sometimes it may appear you don't have a clear direction on the routes needed to accomplish essential areas of study. However, it is a style that works for all ability levels of kids while at the same time showing the true worth of an experience.

I also felt that this was the only method to show students daily connections to life and important connections to their history. It gave them chances to excel in fields they considered important to them, and inevitably, they would integrate disciplines in such a fashion so as to cover a plethora of essential areas of study while working in their committees.

So what happened when I started the project for eighth grade students at our brand new junior high? The answer is in the form of a story I often tell about the

first group of students I had. It goes like this . . . Throughout the first year, kids were working on many projects during our 50-minute time frame. One day I asked the kids to quiet down because I had some announcements to make. I knew our project was connecting with the group when one student raised his hand and asked me to be quick because they had important work to get on with. From that point forward, an internal motivation to dig into their studies was being fostered by these children.

The History of the Ghost Town Called Franklin

Franklin was a coal mining town from 1885 to 1924. Due to alternative and less costly energy resources, the extraction of coal began to decline in the early 1920s in Washington State. As Franklin was a company mining town, once the mine closed, the people moved on to find new work, and the town slowly died away.

Mining strikes, medical practices, and employer/employee relationships were just a few issues that gave Franklin (as well as many small mining towns) a common bond. The Green River Gorge, where the ghost town of Franklin is located, is a rugged area which was quite difficult to build on. The coal which was taken from Franklin was bituminous or sub-bituminous in grade so the quality was good. Consequently, because the coal was a valuable resource, Franklin was literally built on the side of a very steep hill.

The highlights of the Franklin years include the Franklin mining disaster of 1894 where 37 miners were killed in mine No. 2 and the Great Strike of 1902 when conflict sadly ended in bloodshed. With about 600 people, a hotel, two saloons, a doctor's office, a school, a community hall, two cemeteries, and houses that dotted the hillside, Franklin would, over time, fade into the annals of the small mining towns of the West.

About the Franklin Project

The Franklin Project has become an ongoing service learning project for my students. These students were successful in implementing a plethora of promotional ideas including writing a book on Franklin, developing lessons to teach students about Franklin, producing "point of interest" signs, and working with elderly people who were once residents of Franklin on the oral history of the area. They created a map of the area, researched the environmental impact of coal and coal mining on the area, exposed the public to the importance of community

service projects, and showed how mining disasters contributed to the many deaths in mining towns across the West.

New and ongoing projects include working with the past students on restoring the cemetery; publishing a book on the oral history of Franklin; writing an original play from oral history documents; placing Franklin on the national historic registry; conducting a full scale archaeological dig; procuring a three-ton coal cart and restoring it; obtaining railroad tracks and ties; building a platform with railroad spikes and plates for the coal cart; creating a topographically accurate model of Franklin; training students to be guides for other classes; training past students of the project as youth consultants to help other students and districts begin service learning projects; and generally making the public more aware of such experiential educational projects in the public school arena.

The students set up committees on a quarter, half year, and yearly basis within which they work. Committees that have been continued over the years include public relations, map making, book writing, simulations, lessons, video taping, history, and the coal cart committee.

Over the years, the committees have come and gone, but it is my feeling that if you give tools to the students and let them guide their own learning with your subtle input, they will see themselves owning their education! This is quite a powerful method to see why the connection of the students to the curriculum is so compelling.

Project Description and Goals

The ultimate goal of the Franklin project is threefold: First, the Franklin Project is working to establish this old mining town as a historical area. Second, the Franklin Project is attempting to create an environmental and a historical learning center. And third, the project is engaged in an effort to publish oral histories from elderly people who at one time lived and breathed in Franklin.

The vision of this project has short-term as well as long-term projected goals. The short-term goals include, for the student, the use of Franklin as their informal classroom, visiting it to study, research, and essentially "dig up" how Franklin first got started and subsequently how its current status evolved. They will continue to work in conjunction with the Washington State Park System. They will plot the old town site, excavating artifacts from the old town site to use for their archaeological display in school. With each artifact, they gain knowledge as to what early

settlers used in their everyday experiences. They will continue to restore the cemetery and work to bring it to its original state. The students will also classify native and non-native flora associated in and around the grounds and conduct oral histories to better understand Franklin and the Puget Sound region of the early days.

The long-term projected vision is to work with the state park system as well as the United States Department of the Interior to establish Franklin as a national historic site and to publish a book on Franklin.

Administrative Support

As our principal, Janis Bechtel, writes, "The Franklin Project is an integral part of our curriculum. It allows students the opportunity to engage in an ongoing activity which relates to the world at large. Students develop skills which help them to be self-directed throughout the year's endeavors. They choose areas of interest and problem solve with others, both inside and outside the school community. Further, they can see their action plans carried out through a systematic manner. We see the Franklin Project as a simulation of real-life experiences, thus creating interest and motivation for students. These are not 'textbook' problems and concerns; they are issues that are faced in their community and problems on which they can have a direct impact. This empowers young people who often feel like issues are out of their reach. Students enjoy this activity and take a tremendous amount of pride in their efforts."

Assessment

As I began the project, I wondered how I would accurately measure the learning that would happen with these students. Authentic assessment and portfolios were the tools I used to show growth. Students keep daily logs which they later use to write up their reflection papers. They make presentations to school and community groups which means they have to have a good working background about the information they are presenting. When creating lessons for their peers, students must creatively research information in order to successfully implement the lesson. These student-derived activities are the basis for evaluating their personal and academic growth.

Finding Your Own Franklin Project

Many community service learning experiences can happen close to your school. Whether it is working with a business to propose a recycling effort, working at a

cemetery to research the local history of a town, or working with elderly people in the community to conduct an oral history document of a community or town, service learning projects are everywhere! There are only a few factors and questions to keep in mind as you attempt to create such a program. These factors and questions include:

Factors

- Developing children's attitude to see the real world with a critical lens as they interpret the landscape of their project instead of just seeing the day as a field trip (which means to them a FREE day!)
- Finding resources to foster work on this project (e.g., local grants, donations from local businesses, etc.)
- Showing administration and community how valuable this service learning experience can be for students so they understand the educational worth of the program
- Assessment of this type of learning experience
- Goals for the teacher and for the students

Questions

- Can you as a teacher develop such an experiential adventure as kids are creating it?
- Do you as a teacher feel comfortable with taking children on field outings to conduct work or research?
- What type of liability is there for such a project?
- How do I get community people or even parents to volunteer their time?
- What are the goals for the teacher and the student?
- How can a program such as this be assessed?

Many of the tough questions are at the root of challenging yet successful service learning programs. From a daily to weekly to monthly basis, teachers who conduct programs that emphasize service learning may not know what direction their class will take. That is the beauty of these projects. Although there may be some long-term goals you would like your students to take with them from the program, many times children surprise you with the faster and much more meaningful routes they take, and you will surprise yourself by becoming the facilitative teacher who gets them there.

Chapter 19

Connecting Students and Communities Requires a New Role for Teachers

by Robert D. Shumer

While the Teacher as Facilitator Model functions at each level of education, it builds the bridges necessary for effective school-to-work and service learning community programs. As Rob Shumer points out, when you facilitate learning, you open the way for increased personal and professional growth as you help students develop and maintain beneficial life-building interactive relationships.

Today schools connect students with communities for a variety of purposes: service learning, school-to-work transitions, character education, citizenship development. A decade ago they were connecting vocational programs with academic classes and community placements to link formal education with skill preparation. The decade before that, schools were placing students in communities to develop career awareness. In every decade, the desire to connect students with their community has created a challenge to teachers—change the way you educate youth so you can implement the new educational methodologies which are designed to teach more youngsters and teach them more effectively. This barrier to reform, this daunting effort to make teachers more than lecturers and managers of children, has been one of the overriding issues in improving education and communities in the United States. Creating teachers who are facilitators, moving them from directors to coaches, from authorities to sponsors, is an important and complex process. For many, this process is difficult to comprehend, yet some of us have had the opportunity to learn the process. My goal in this chapter is to share my experience as a facilitative educator responsible for connecting young people with their communities for career development, personal and academic growth, and development of life skills. By telling this story, I hope to shed some light on what a facilitative teacher does. I also hope to encourage more teachers to take the challenge and move into this most demanding, yet fulfilling, position.

Twenty years ago, the federal government sponsored an effort to connect youth with their communities with a focus on career development. Cultivated at regional educational research and development laboratories, and then spread across the country through state education agencies, these efforts found students work in community settings to learn about careers through "hands-on" activities, connecting their learning through regular academic courses. Programs were developed which ranged from single teachers doing limited projects with their students to entire schools and school districts developing elaborate programs which connected youth, from kindergarten to high school, with community businesses and agencies to end the isolation of the traditional school experience.

Let me describe the program I ran to explain what facilitative teachers do. I was involved in developing an alternative program in a high school for students who wanted learning experiences which were more connected to the world beyond the classroom. Following much of the structure of the Far West Educational Laboratory's model of Experience-Based Career Education (EBCE)—one of the four regional labs developing the initiative—25 of my students each semester engaged in creating most of their educational program. Without a tightly defined school day they, primarily through a project format, identified a career interest which they wanted to pursue in adult life. Based on this interest, they would connect with adults in the community engaged in those occupations to learn about what they did and to learn how traditional subjects in the curriculum were connected to jobs and careers.

Students typically spent three to three and one-half days per week at community learning sites. They would work on goals and curriculum developed in collaboration with the site sponsors, their teacher (me), and the students themselves. Formal classes on the high school campus consisted of workshops in academic areas run primarily by me, regular classes which were attended from two to five days per week, and independent studies arranged with traditional classroom teachers. Students usually took a normal load of course work, ranging from five to six subjects per semester.

Curriculum guidelines were developed by the Far West Laboratory, based on research of typical classes in California (Chatham & Banker, 1976). The framework was a conceptual approach to curriculum, with major concepts covered in each subject area described in advance.

Five curricular areas covered all the subjects normally taught in the comprehensive high school. They included: Commerce, Communications and Media, Life Sciences, Physical Sciences, and Social Sciences. Using the multitude of forms provided by the EBCE model, staff, students, and community sponsors would develop academically credible projects which met the subject area standards for the learning in specific subject areas. In other words, students did not develop curriculum based solely on the activities in the field; they had to connect community experiences with academic concepts in order to receive full credit. Checklist forms were developed for the staff to evaluate the project plans so they would meet district and subject area requirements for credit. This was one of the strongest components of the model, yet also one of the most difficult to follow.

In addition to the academic subjects, there were also curricular guidelines in areas of basic skills (reading, writing, communicating) and life skills (career development, personal development, general problem solving and critical thinking). Students had to identify what basic skills they were studying and using, and also describe problem-solving processes (as outlined in Dewey's theories of scientific inquiry). Specific goals related to career exploration and development skills were also required of every student.

My role in the process of connecting students with their interests, and then developing an entire curriculum to support the activities, is best described as a facilitator of learning. That was the term used in the Far West materials and, in fact, they developed an entire book on the process called *Community-Based Learning and the Facilitative Role of the Teacher* (Jencks & Murphy, 1976). I acted as counselor, helping students to determine classes required for graduation and career interest which could be pursued as a focus for learning. I also organized courses and workshops to meet the student needs each semester, and led personal development courses for the entire student group. I coordinated learning activities with community sponsors and participated in evaluation of all learning for the students. Thus, I was engaged at all levels of planning, implementation, and evaluation of the student programs. I even visited with parents in the program twice each semester, usually at their home, to go over student progress. It was a very demanding and busy job!

Understanding this complex system is best accomplished by following one student's schedule and program. Diana, a senior, was interested in becoming a veterinarian. We connected with a local animal shelter whose staff had agreed to participate in the program. As with all sites, extensive work was done prior to any student actually using the placement center. Community staff were educated about

the academic nature of the program and potential scenarios of what students could do were collaboratively planned with me. Sample projects were actually modeled and details of student visits defined. This process attempted to ensure that community sponsors were well prepared to receive students. An entire system (handbook with specific activities) for doing resource person development was outlined in the training material supplied to program operators (Chatham & Banker, 1976).

Diana was responsible for developing her educational program for the year. With my help, she put together a weekly schedule that met her academic and personal needs. Three days a week, Monday, Wednesday, and Friday, she spent full days at the shelter. She spent time feeding the animals, caring for their sanitation needs, and spent a majority of her time working with the veterinarians and animal technicians observing and assisting with all surgeries and clinical procedures performed by the professional staff. She was assigned an animal physiology text that was recommended by the professional staff. She took both paper and pencil and "hands-on" tests to demonstrate her knowledge of animal physiology. An actual outline of reading was planned and a schedule of topics for the practical tests was developed.

She earned credit in Government by using issues of animal control as a focal point for studying the judicial system, governmental regulatory systems, and interaction between the community and development of laws related to animals (such as euthanasia, nuisance complaint, and the rights of individuals to own exotic animals for example). Her Advanced Composition class was coordinated by me, as was the Government class, through a series of assignments which met the curricular guidelines for the school district. She wrote essays, all related to topics concerned with animals and animal control. The essays dealt with various forms of work, as well as essays for different purposes: exposition, persuasion, cause and effect, description, demonstration of various styles of writing, etc. Assignments were graded using criteria similar to more traditional classes in English and Government.

All students were required to take Physical Education each semester. The focus of the program was on a course and a philosophy of "lifetime sports." Students had to identify some physical activity and subject area, such as bowling, weightlifting, or body conditioning, for example, around which they would define their course work. Activities had to include exercise or activity which could be done throughout a lifetime—certainly well into their 50s or 60s. Students would develop a course contract and would be required to have a community expert verify their hours and comment on their level of performance. Students would all

have to evaluate their own progress, keeping some data to verify their growth. In Diana's case, she was involved in a physical conditioning program at a local gym, as well as a participant in a local softball league. These two activities framed the bulk of her work and learning in physical education for the year.

Diana would come to campus twice each week for workshops on Government, English, and for group meetings where we discussed what was happening at the community sites and other issues related to personal and group development. A home economics course, Personal Development, covered many topics discussed and allowed students to earn academic credit for our time in group sessions. Frequently, students were assigned to present on particular topics which were of interest to the group or to individual students. Issues covered included smoking, parent communication, peer communication, family problems, and personal development concerns.

Diana also arranged with the math teacher to take her Pre-Calculus class on a limited basis, attending only three days per week. She would go to the class during her first period on Tuesday and Thursday, attending one additional day prior to her visit to the animal shelter. She was expected to take all regular tests required of students for the class, so she took the added responsibility of learning the subject on her own. In our evaluation of the program, Diana discovered she was forced to learn how to actually read a math book, something she had never really done before. She also learned to rely on her friends to explain things she had missed or didn't understand, so peer tutoring was alive and well in this situation.

In addition to the course work arranged through the high school, she also took an art class through adult education to fulfill a graduation requirement and an interest in drawing. The class met once per week in the evening, and the adult school teacher shared her grade with me so it could count for her high school credits.

Diana was also engaged in several service learning activities. First, her direct work with the shelter provided assistance to the animals and to the county—she was able to provide extra care to a short staffed operation. She fed and cared for the animals as well as helped the public gain information about the animals that were available for adoption.

In fact, it was this need to demonstrate her knowledge about breeds and characteristics which led to her most important service activity. As part of her academic project, she was required to know the history of breeds, how to tell the age of an animal, and how to properly care for the animal (nutritional needs, health needs, etc.). To do this, she developed a traveling demonstration, where she would take selected dogs and cats to local elementary schools to teach children about

proper care for animals. As she visited the schools, her colleagues at the shelter noted an interesting phenomenon—more animals were being adopted each week. The fact that she was bringing the stray animals from the shelter into contact with children allowed for a great service—she was saving the lives of animals which would have normally been destroyed, and she was helping children to learn about proper care for their pets. This service project was originally unplanned—Diana did not initially set out to save the lives of animals. Yet, as a result of her needs to demonstrate academic subject knowledge, she was able to develop a program which was both academically credible and truly beneficial to the community.

This story has a happy ending. Diana was able to apply to a university which had a pre-veterinary program and be accepted. One of her letters of reference came from the head of the county veterinarian society—a very influential person in professional circles. She also had a very solid academic background from which to build a strong college career.

This story illustrates the multiple roles of a teacher engaged in connecting students with their community for varied purposes: career education, academic and basic skills development, community service, and personal development. For each student, I had to serve many functions—teacher, counselor, community coordinator, parent surrogate, evaluator, community teacher, and parent liaison. With all these tasks, the elements of sound educational practice were embedded in the very essence of the programs: meaningful learning activities, supportive adult supervisors, connections between practical and academic learning, adequate supervision from the school to ensure acceptable levels of learning, effective evaluation processes, development of clear curriculum and expected outcomes, and connections with the total educational program in the school. Thus, a high quality educational program could connect with the community as long as a teacher functioned in a facilitative role. In fact, without such facilitation, the program would have never been successful. Teachers like me can learn to become facilitative educators; we simply need the opportunity and the support necessary to make the transition.

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Chapter 20

Moving From Content Teacher to Content Coach

by Edward E. Grunden

Developing student ownership and communication skills in real-life situations is a characteristic of the facilitative teacher/coach. Ed Grunden outlines the process and shows how it works in a science-related service learning program outside the classroom.

Historical Background

They were a group of not so perfect people. Jimmy was a gangly six-foot youth of a different skin color, while Steve and Stan were twins who were two years behind in their height growth. But perhaps the most out of place at the cement inner city basketball court with the wire nets was Randy. He stood alone on the sidelines with only a stump where his right arm should have been. Laughed at because of his desire to play basketball by other kids, he was here because the others on the hot cement court had accepted him. They were all there because they had two common desires—to be accepted and to compete—and they had heard that I would not only accept them, but give them a chance.

The task that I faced was to make these junior high boys, in a very short time, into a group of young men who would believe in themselves first and become a team second. My rules would be simple. Play to have fun, and give everything you have to give in an effort to win. Always, whether winning or losing, "be a team!" The goal was even simpler—to do the best that we could do and then walk away proud. That was the beginning of what was to become the winning combination! Jimmy dominating the center with Steve and Stan, scoring from every spot on the court. While Randy—you remember laughed-at, one-armed Randy—rifling those passes past the defense to Jimmy at just the precise moment when no defender could stop the score. The misfits went 20 and 0. My role as a coach had begun.

The above experience resulted in my leaving college with a love for coaching. A little more than twelve years later, after a position at the University of

Wisconsin, I entered the field of public school teaching. My first year, I inherited a girls basketball team that had not had a winning season in eight years. Once again the task was to turn a team of young ladies into individuals who believed in themselves first and became a team second. They achieved their goal of having a "winning season" from last place status. More importantly, they were champions in the eyes of their coach and themselves. We always left the court proud, with the knowledge of having done our best.

My second year of teaching was in another district with another group of young ladies who were to become molded into a team that would win their conference for the next five seasons. During this time, the players would gain a reputation for entering the game prepared, giving their all, from tip-off to the final buzzer, working together as a team at all times, and never quitting no matter what the score or the struggles they faced. During the next few years of teaching, I would coach over two dozen teams. These teams, both male and female, would be characterized by the same standard of believing in themselves and in the value of the team unit!

Recognizing the Need to Be a Content Coach

In the classroom, I taught as a teacher. This is what you need to know, and as students, how you will learn it. If any of my former students from those years should stumble upon this, I apologize for the method you were exposed to. My intentions were honorable, but my techniques now cause me to wince. The transition from content teacher to content coach began while at a teacher workshop. I realized that ownership of the content material and the learning method was mine not that of the learners (students). I began to create ways of bringing ownership to the students. Although at first there were small "baby steps," now student ownership, including both content and learning methods, permeates my various science courses.

Background of the Class/Project

The members of the Advanced Biology class of Cambridge High School have gained national and international recognition for their activities in water quality education. In 1995-96, they were recognized as the "Service Learning Showcase Model" for the state of Wisconsin for their interaction with the local community in the area of environmental science. In 1996-97, they were selected as one of four top water quality projects in the State of Wisconsin by the Department of Natural Resources. They have held teacher/administrator workshops at two

National Service Learning Conferences, an International Environmental Conference, a Midwest Environmental Conference, the New Jersey Teacher Workshop, and, in Washington, DC, an open presentation to federal administrators, in addition to numerous state and local presentations/training workshops. Over the past three years, some 150 students have expanded their classroom to involve over three thousand teachers, administrators, and community members who attended their motivational, instructional, or hands-on training sessions.

How have they created such an environmental outreach? It is my belief this has only been possible because I as their teacher stepped aside and allowed student ownership by being their content coach. At this time, they have invitations to train teachers in aquatic studies from eight states and three foreign countries.

Three Steps to Being a Successful Content Coach

Moving from teacher to coach requires that one wear three distinct but blended hats: 1) Salesperson, 2) Cheerleader, and 3) Administrative Advisor.

Salesperson

Every new project, extension of an ongoing project, or new group of students begins with the teacher/coach being the world's greatest salesperson if it is to be successful. The "sales pitch" must be directed to create student buy in. It must produce ownership, enthusiasm, and a desire from the students to believe in the project and want it to succeed. The teacher/coach must believe in what he/she is selling or the project will fail from the beginning. Your audience is teens. Teenagers will see through a false disguise faster than anyone. If you don't believe in it, then don't attempt to sell the project. Remember that excitement is contagious!

The Cheerleader

Once students have taken ownership, they will begin to take charge! Your task now becomes maintaining a level of enthusiasm and desire among the student workers to move forward. This level of enthusiasm and excitement is maintained through what I refer to as active cheerleading. Just as a cheerleading squad generates excitement at the sporting event, the teacher/coach's role is to create and maintain a level of excitement toward the project. This can be done through positive feedback to the student team. When other adults from the teaching staff or the community tell me of the great job, the effort observed, or the quality of the project, I pass each and every compliment along to the team. Remember it's the team that produced the compliments and it's the team that deserves the

compliments! Over the past few years, the wall next to my desk has become covered with various achievement plaques. In the middle of these awards is a small simple plaque that reads "Remember the Reason." We need to remember why we first entered teaching; hopefully for most of us it was to touch the lives of young people in a positive way! At the team's presentations, I will likely be found in the back corner actively participating as their cheerleader. This task, although simple, is crucial to a successful presentation. As the presentation occurs, a simple smile or "thumbs up" encourages the student participants. It is critical for the young teacher/trainer to have their coach actively listening and encouraging them as they nervously present in front of 20 or 200 adults. The calming effect that your positive encouragement has will result in success.

Administrative Advisor

From the very beginning of the project, it is important and critical that the teacher/coach act as an administrative advisor. This requires moving from directive administrator to an advisory position. Allow the students to become the leaders. This does not mean abandon them to the project or the project to them. They will need and look to you for the experience and knowledge you have accumulated through your teaching experience. To maintain student ownership, you must allow the student team leader to be in control, but the adult input is essential. Examples of such input ranges from advice for team meetings, suggestions as how to approach a specific task or problem, or review of a project to fine-tune or smooth rough spots. Allow the student team to be creative and take charge, but as administrative advisor always be aware of what has been done, what needs to be completed, and what the time lines are. Encourage and advise your student leaders as to the project needs and focus on advice, not orders, to keep the project progressing forward.

Evaluation of Being a Content Coach

Evaluation becomes a subjective realm. It is not as objective as determining the value of a content teacher. The best evaluation is from those who have gained ownership and became the players—the students. During a grant-writing session in my classroom, a junior student who would never even think of insulting or speaking in an insubordinate way to her teachers "ordered me to back off" when I tried to make a suggestion. "It's not your project," she stated. Another grant-writing team listed me as 1/10th of a percent involved in their project proposal being

there only as a coach to whom they turned for advice when needed. Another positive evaluation came at a national conference roundtable presentation by my students. I was politely asked to leave the conference room as my presence was interfering with the presentation by the students—teachers were directing their questions to me not the student team. The students expressed that it was *their* presentation and would I please leave the session! Other positive evaluations came from parents who expressed the excitement their children show at home about being in my class and from the students themselves. Numerous times the students in presentations have stated that they feel ownership in the projects, with my role being advisory.

Even as I write this, a positive evaluation occurred. The mail brought a letter to my home from a community member with a laminated picture of the student team in action with the following comment, "Great program you have going. Keep up the good work."

Student Evaluations

The following are some comments given as answers to an evaluation questionnaire I asked the members of the student team. "How were you given ownership in the project?"

> "Mr. G started out by actively teaching the content to us. After we learned it, he would just transport us to the site and allow us to do our thing. He helps us to prepare with an outline, but when the teaching starts, he leaves us to teach and answer questions without interference."
>
> Andrew, Junior

> "Mr. G gave me ownership by teaching me how to do needed work, and to do it by ability. After I got experience and felt a part of things, I was allowed to make decisions with other students. Mr. G. stood back and, like a coach, let us do the work, helping when needed."
>
> Joel, Junior

"Mr. G. is a go-getter; however, he is there to instruct us, but we were the ones doing the projects. We learned by trial and error. He (Mr. G.) was there, not to tell us what to do, but to point us in the right direction, so we could make discoveries on our own. This is what gives young people the confidence and the drive to participate in higher learning."

Jodi and Angie, Sophomores

"Mr. G. has given me ownership in the aquatic projects by letting me do the work. He has served more as a coach and friend then a teacher. He simply guides our decisions and gives us ideas if we become 'stuck.' He makes us self-reliant upon ourselves and instills leadership qualities in all of us. Mr. G. does not order us around or treat us inferior like many teachers do. By letting us get these leadership/ownership opportunities, he has 'shaped us correctly' for our future."

Yvonne, Junior

"Mr. G.'s style of being a teacher/coach has allowed us to not merely be learning for the sake of learning, but to be living what we learn."

Andrew, National Service Learning Conference 1997

The greatest evaluation came from a graduating senior who presented me with a plaque with our project logo and the following inscription.

"Tell me and I'll forget
Show me and I'll remember
Involve me and I'll understand"
Thank you, Rachael 1997

The common theme of the students responses here and those not included reflect student involvement by choice and a coach who, while very much an active part of the project, is an advisor not a controller.

Coaches, involve your students and they will begin to understand!!!

Chapter 21

Relating the Education of Business to the Business of Education

by Glen R. Carson

The most impressive evidence for using the Teacher as Facilitator Model from the earliest educational years to the highest levels comes from its relevance, pertinence, and necessity for later success in the workplace. Glen Carson shows how, in education, our goals of preparing our students for life in business, society, and the community are realized using this model.

For many people, the goal in education is to "finish school." This achievement can reflect completion of requirements for a high school diploma or a college degree. Learning is largely perceived as class attendance, submission of assignments, and meeting the expectations of the teacher. The teacher, knowing the sequence of topics in the curriculum, often disperses knowledge in doses, viewing herself as an instructor of subject matter rather than students. Success is measured by survival of a class period or semester. The goal of "finishing school" is shared by students and teachers alike.

Recently, many educational institutions have adopted mission statements that address efforts to produce "lifelong learners." These schools recognize that the literacy and competencies required of citizens in our society continuously evolve. Education of children and adolescents relates to future learning by adults, which is being driven by increased specialization in business and industry. As more companies provide development programs for employees, much is being learned about how these people learn. A variety of content is reflected in these programs, ranging from technical information related to machinery to skills for interpersonal relationships and organizational leadership. The strategies and techniques utilized by leaders of these programs reflect the immediate needs of the business to produce or serve and are not unduly restrained by previously determined schedules or bureaucracies.

The production line metaphor has characterized both industry and education for much of the last century. As in a manufacturing plant, students are seen as the products of the school, shaped and molded by workers known as teachers who are supervised by principals, superintendents, and other administrators. This paradigm leads to the hourly wage mentality, where teachers view their role as that of punching the clock for 180-200 days without regard to the effects of their work. Attendance and graduation rates are the statistics of this paradigm in education, just as production quotas are measured in industry.

Much of the increased emphasis on employee development in business has been influenced by an economy-wide focus on quality. Although the importance of measuring and monitoring quantities of service and production has not been abandoned, a balance is being sought between increasing the number of a business's customers and satisfying those customers. In education, this emphasis takes the form of a new paradigm of schools, where the product is student responses, the workers are the students, and the teachers and administrators form an instructional team to support the students in producing those responses. These responses take the form of answers to teachers' questions, completion of assessment activities, and, ultimately, the ability to meet the challenges and solve the problems confronted by citizens on a daily basis. (see Figure 1)

Old Paradigm	**New Paradigm**
Products are students	Products are student responses
Workers are teachers	Workers are students
Managers are administrators	Managers are teachers/ Administrative teams
School can be "finished"	Learning is lifelong
Instruction is didactic	Instruction is facilitative

Figure 1

This focus on quality has led business and industry to adopt facilitation as the primary approach to conducting development activities in their plants, stores, and offices. Facilitation involves the mediation of a body of information and a group of people seeking to acquire and use that information. This situation is common in both commercial and educational organizations, so facilitation can be

used equally well in both settings. Classroom educators who understand facilitation can utilize the appropriate techniques with regard to content instruction and simultaneously provide experiences for their students that portend their future development as potential employees.

Several aspects of facilitation as practiced in business and industry lend themselves to K-12 classroom instruction. Many classroom teachers view themselves as trainers who act upon relatively inert and uninitiated students. Killion and Simmons (1992) draw several distinctions between trainers and facilitators. Trainers typically engage in giving information, directing learning and moving from known to known, whereas facilitators pursue guiding interaction, providing nurturance, and moving from unknown to known. Facilitators begin with a vision regarding the outcomes of the experience but adapt to the learners based on interactions, insights and inquiries. Empathic listening allows the facilitator to take the perspective of participants and more clearly understand their needs in learning. The facilitator can then guide examination of issues, generation of alternatives, and selection of appropriate action.

Much of the nature of facilitation is characterized in the constructivist theory of learning. Constructivism suggests that "knowledge comes neither from the subject nor the object, but from the unity of the two" (Brooks & Brooks, 1993). The knowledge that a student brings to learning something new can have a significant impact on that learning by providing a structure within which to accommodate concepts, or by clouding understanding with misconceptions and negative transfer. Facilitators need to assess the previous preparation and perspective of students with respect to the information being considered. "Students' points of view are windows into their reasoning. Awareness of students' points of view helps teachers challenge students, making school experiences both contextual and meaningful. Each student's point of view is an instructional entry point that sits at the gateway of personalized education" (Brooks & Brooks, 1993).

Until recently, facilitation has been considered predominately a technique for use with adult learners. These older students have the benefit of years of experience with various kinds of information from relationships, the media, and other environmental conditions. Today's elementary and secondary students live in an era of increased urbanization and technological advancement which has led to these young people having a much broader and more complex information base than in past generations. While some ramifications of this sophistication are lamented as destructive, inventive instructors can access this knowledge as a

resource through the use of facilitation. Facilitators, spending most of their time listening, intervening when refocusing is necessary, and encouraging participation from all students, will foster connections between what has been learned and what is to be learned.

Numerous models of effective facilitation can be found among corporations and consulting firms. The Covey Leadership Center offers facilitation services to many commercial and educational organizations. Recommended traits for facilitators of Covey Leadership Center programs include: 1) Humility, 2) Caring, 3) Empathy, 4) Authenticity, 5) Vulnerability, 6) Vision of role, 7) Commitment, and 8) Sense of mission (Facilitator Resource Guide, 1995). Creating a safe climate in which learners can offer their thoughts is imperative if learning from mistakes, which are often rich sources of information, is to occur. Facilitators help create a safe climate by integrating these traits into their behavior.

Brooks & Brooks (1993) identifies the following twelve descriptors of constructivist facilitators attempting to empower learners:

1) Encouraging and accepting student autonomy and initiative
2) Using raw data, primary sources of information, and materials that invite both kinesthetic and cognitive activity
3) Framing activities with explicit terminology
4) Allowing student input to alter the sequence of activities (i.e., "teachable moments")
5) Withholding one's personal interpretations of the subject matter until after inquiry into student understanding has occurred
6) Encouraging dialogue between and among themselves and students
7) Asking thoughtful, open-ended questions
8) Seeking elaboration of students' initial responses and comments
9) Challenging students by suggesting contradictions and "playing the devil's advocate"
10) Allowing sufficient time for responses from students
11) Structuring time to foster student development of relationships and metaphors associated with the subject matter
12) Nurturing students' natural curiosity

All of these descriptors reflect an attitude of guidance instead of prescription on behalf of the facilitator. An airliner's guidance system, which allows slightly off-course flight a majority of the time during a particular journey, eventually delivers the plane to its final destination. By recognizing that a group of students

will sometimes meander through a journey of learning, a facilitative teacher will, like the pilot of the airliner, realize attainment of the intended goal.

In "The Zen of Facilitation," Killion and Simmons (1992) propose the following ten behaviors of facilitators intending to orchestrate meaningful interactions that lead to changes in mindset:

1) Asking questions and listening
2) Recognizing that timing is important
3) Modeling desired attitudes and behavior
4) Revealing their thinking
5) Fostering independence
6) Avoiding departure from the present
7) Trusting their intuition
8) Going slowly to go fast
9) Using the energy of the group
10) When unsure of what to do, do nothing

A SUMMARY OF THREE FACILITATION MODELS

Brooks	Covey	Killion and Simmons
Empower students	Maintain vision	Foster independence
Build on experiences	Model open-mindedness	Manage pace
Utilize teachable moments	Encourage risk taking	Trust the group
Offer constructive feedback	Share personal experience	Make decisions in real time
Recognize errors as valuable information	Monitor group activity	Assume group perspective

Figure 2

Effective facilitation of group learning is an extension of the facilitator's effectiveness as a leader. Preparation for being an effective facilitator is a continuous process that encompasses both a personal study of leadership and the pursuit of opportunities to practice the art and skills of facilitation. Opportunities for such practice exist both inside and outside the classroom. Service on task forces, committees, and advisory boards provides an insight into group dynamics which is the

fuel of facilitated learning. Being the "chair" is not necessary to engage in effective listening, reminding the group of its purpose, and reflecting others' viewpoints, all of which are crucial to a facilitator's success.

Today's students function in a society that increasingly values cooperation and group problem solving. As classroom facilitators of learning, teachers support these students with experiences that strengthen both academic and social skills. Synergy is the principle of the whole being greater than the sum of the parts. Canadian geese, automobile racers, and plywood manufacturers apply this principle in longer flights, fuel efficiency, and increased load capacity that result when individuals are joined appropriately. Students can also realize the benefits of synergy through the work of their teachers who make the effective use of facilitation their business.

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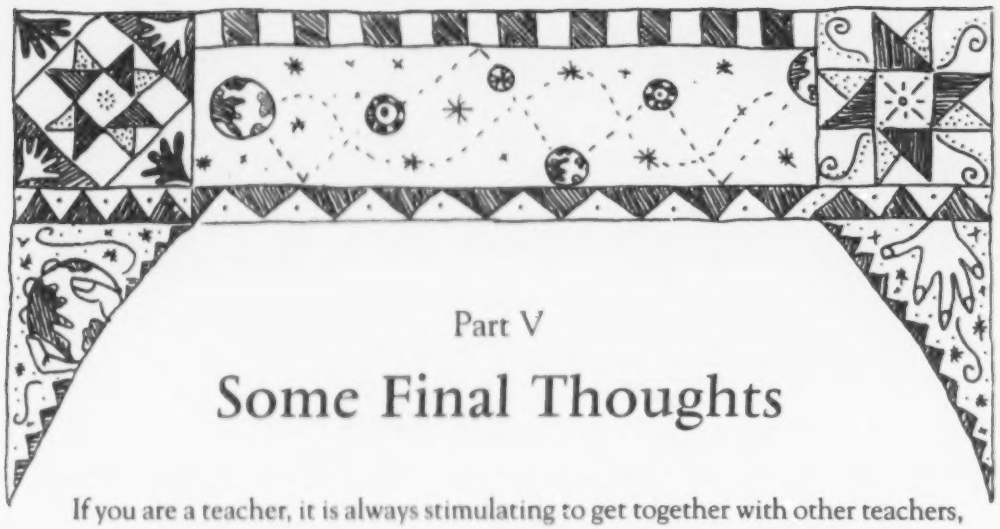

Part V

Some Final Thoughts

If you are a teacher, it is always stimulating to get together with other teachers, especially those who are doing innovative things with their students, and who have continually been able to successfully motivate their students to be engaged in the learning process. We hope you have enjoyed meeting the outstanding teachers who have come together within the pages of this book to share their excitement about teaching with you.

Although these educators have accumulated many awards and special recognition over the years, all would concur that their greatest achievements are the positive, productive lives that their former students are leading.

What we have tried to do in this book is present to you a model of teaching, the Teacher as Facilitator Model, which changes the paradigm of educating students from the old "sage on the stage" to the "guide on the side." The teachers you have met here practice the facilitative model, and they have been highly successful-their strategies are not dependent on a personality. Rather, they are dependent on an approach, and this approach values the student contribution so much that students are given significant responsibility for their own learning.

The outgrowth of using the Teacher as Facilitator Model is the creation of a Community of Learners in your classroom and the development of caring, responsible young people. You will be providing children with a safe place to come every day where they will be responsible partners in the learning process.

Assessment of Your Facilitative Teaching

You might like to assess your personal level of facilitative teaching. The chart below can help you see where you are philosophically tuned into the model, and if you are effectively incorporating the model's components into your teaching style. Simply make a check mark in the column, "Beliefs" that indicates your buy-in to this characteristic. In the "Practices" column, think about the actual practice that you employ that brings this characteristic to life, and record it.

Likewise, should you wish to expand your facilitative approach, the authors of these chapters will have given you many excellent ideas. If you have a blank in the "Practices" column next to a check for "Beliefs," then this reveals which areas you might like to improve.

Characteristics	Beliefs	Practices
Teachers's Philosophy		
Changes the role of the teacher to guide, coach, and advisor		
Encourages student ownership and empowerment		
Instills a natural discussion and decision-making process		
Uses obstacles as opportunities		
Utilizes strategies and methods that maximize the learning process		
Transports the students successfully along learning levels from knowledge/comprehension to application/evaluation through student-chosen activities, projects, and programs		
Demonstrates using academic content areas to create shareable students' products		

Characteristics	Beliefs	Practices
The Classroom Learning Environment		
Builds resiliency in students (i.e., social competency, problem-solving skills, and autonomy)		
Creates significant "teachable moments"		
Promotes a "spirit of family" in a healthy, proactive environment		
Develops individual and group dialogue, inquiry, and communication		
Promotes student volunteerism		
Stimulates students' "love of learning" with a thinking-centered approach		
Develops the teacher's skills as a "practitioner of the art of teaching"		
Students' Activities and Practices		
Students can do what they are expected to do.		
Students are intrinsically motivated to do what is expected by the nature of the assigned work		
Students persist with the task when they do not meet with immediate success		
Students find sufficient satisfaction in the work or in the consequences of doing the work so that they are motivated to pursue similar work in the future		
"Beyond the Classroom" Connections		
Builds students' transitions to the work place/ university/ college/ or community		
Develops students' skills in communication and organization		
Helps students maintain interactive relationships		
Encourages students to be convergent and divergent thinkers		

Topical Index

For your convenience, the following Topical Index includes items that are addressed in each of the chapters listed below.

Topic	Chapters
Elementary	1, 4, 5, 6, 7, 9, 10, 11, 12
Middle School	6, 7, 8, 9, 11, 13, 14, 17, 18
High School	2, 3, 7, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21
Service Learning	1, 11, 17, 18, 19, 20
Alternative Education	3, 16, 19
Multiple Intelligences/Learning Styles	10, 13, 18
Language Arts	2, 7, 9, 10, 13, 14, 16, 17, 18, 19
Technology	8, 10, 13, 14, 21
Math	10, 11, 19
Science	13, 19, 20
Social Studies	6, 9, 10, 15, 16, 17, 18, 19
Social Skills	5, 6, 7, [illegible], 16, 17, 20
Cooperative Learning	5, 6, 7, 13, 14, 15, 16, 17, 18, 20
Classroom Management	4, 5, 6, 7, 9
Questioning Techniques	3, 8, 9, 13, 14, 16
The Arts	10, 12, 18
Community Connections	16, 17, 18, 19, 20, 21
School-to-Work	19, 21

Meet the Editors

Kathleen G. Elam and **Marty Duckenfield** first met in 1993 when Kathleen participated in a teacher training program related to working with youth at risk that was coordinated by the National Dropout Prevention Center. We found that we shared not only a mutual concern for educating all children; we also discovered that our philosophy for empowering students was the same. We believed this philosophy would be of interest to other educators, and so the first seeds of an idea for a book were planted.

We both knew some outstanding educators, whether from the National Dropout Prevention Network, the teachers involved in the first National Board Certification in 1994, or the national service learning field. Collecting the stories of those other educators who had successfully empowered their students helped us to see more clearly what the components are that support facilitative teaching. The Facilitative Teaching Model we subsequently developed has served as the framework for this book. Our gratitude to the authors of the chapters in this book is enormous, for indeed, without their input, the whole concept would not have evolved in our minds, and we feel it provides an important structure to the book.

Kathleen G. Elam has been an elementary educator in Spartanburg District Seven for 16 years. In 1994, she became one of the first Nationally Board certified teachers. She has authored a variety of articles on teaching methodology, was selected as the Teacher of the Year for the district in 1995, and became one of the first Honor Roll Teachers in the State of South Carolina in 1996.

Marty Duckenfield has been at the National Dropout Prevention Center for 11 years, serving as Public Information Director and editor of all Center publications. A former classroom teacher, she has taught graduate courses in service learning, developed a variety of staff development and student-oriented service learning tools, has authored a variety of publications on service learning, and is the creator and editor of the *Linking Learning With Life* series of service learning publications and videos.

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Acknowledgments

This book has been many years in the making, and many individuals have contributed their special talents to produce *Creating a Community of Learners*. We wish to express our appreciation to:

- The authors of each chapter who have shared their stories with us. They are indeed the heart and soul of this book, demonstrating the Teacher as Facilitator Model in action in schools and classrooms all across this country. They are truly a remarkable group of educators.
- Peg Chrestman of the National Dropout Prevention Center for her tireless typing and proofing to help us produce our final product.
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- Our families who provide us with never-ending support
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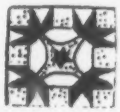
We appreciate the patience of all those who have worked with us on this project over the past several years. We hope that with this publication, they will feel that their patience has been rewarded!



"There are many teachers who seem to understand the most effective way of teaching. They manage to excite their students in their learning, and their classrooms are always alive with enthusiastic activity. Many of these teachers appear to know how to do this naturally. Some have learned from others. These teachers know how to maximize learning. It is our belief that teachers who possess these certain skills and attitudes have something valuable to pass on to others."

Editors Kathleen G. Elam and Marty Duckenfield have assembled an impressive group of teachers who share their ideas and strategies for being facilitative teachers. By looking at the philosophy of these successful educators, the classroom environments they create, the student activities in their classrooms, and the connections for their students outside of the classroom, you will find in this book a tremendous opportunity to learn more about how you, too, can become a more effective teacher.

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